MINUTES

OF

THE COMMITTEE OF COUNCIL ON EDUCATION;

WITH APPENDICES.

1844.

VOLUME THE SECOND.

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1845.

In Church of England schools, to repeat the Catechism, and a knowledge of its meaning, the parochial clergyman assist- in the religious examination.

n other schools, the managers will certify that they are satisfied h the state of their religious knowledge.

6. Girls to sew neatly and to knit.

Qualifications of Stipendiary Monitors in each Year.

stipendiary monitors will be examined at the end of each rice, and will be required—

nd of the first year,—

ead with fluency, ease, and expression.

write in a neat hand, with correct spelling and punctua-

nple prose narrative, slowly read to them.

write from dictation sums in the first four compound rules etic, to work them correctly, and to know the tables of and measures.

point out the parts of speech in a simple sentence, and the rules of its construction.

To have an elementary knowledge of geography.

In Church of England schools, to show a general acquaint- with the Scriptures; the parochial clergyman, in this and the ding years, assisting in the religious examination.

other schools, the managers will certify, in this and succeed- ars that the religious knowledge of the stipendiary monitors tisfactory to them.

In schools where vocal music is taught, he should have com- ced instruction from notes, and should give proof of improve- t in each succeeding year.

Girls to teach sewing and knitting in this and succeeding

the end of the second year,—

To write from memory, with correct spelling and punctua- he substance of a simple prose narrative, read carefully to vo or three times.

arithmetic, to write from dictation sums in Practice, and them correctly.

in grammar, to parse more difficult sentences, and give the of their construction.

now the geography of Great Britain and Palestine.

rch of England schools, to give illustrations of the the Bible, and to show a more complete acquaint- iptures.

lass a reading-lesson, and examine it on the been read.

to cut out clothes.

At the end of the third year,—

1. To write from memory the substance of a longer and difficult prose narrative, and to show greater skill in compositi

2. In arithmetic, to write from dictation sums in Simple P portion and Simple Interest, and to work them correctly.

3. In grammar, to be able to parse sentences, with a thorou knowledge of the rules of syntax.

4. To know the geography of Great Britain, Europe, Palestine, and that of the outlines of the four quarters of globe.

5. *In Church of England schools,* to possess a more ex knowledge of the Holy Scriptures, and of the Liturgy chism.

6. To examine a class in the rudiments of grammar, g and arithmetic.

At the end of the fourth year,—

1. To prepare the notes of an oral lesson on a subject by the Inspector.

2. To work correctly sums in decimal arithmetic, and an acquaintance with the simple rules of mental arithmetic

3. In grammar, to be examined in etymology.

4. To know the geography of the four quarters of the and especially of the British Empire.

5. To have a general knowledge of the outlines of E history.

6. *In Church of England schools,* to show a more perfect k ledge of the Holy Scriptures, Catechism, and Liturgy.

7. To examine the first or second class in grammar, geogra and arithmetic, and to give it an oral lesson, keeping the attentive, in order, and in activity, without undue noise.

Certificates of Character and Conduct to be annually required Pupil Teachers and Stipendiary Monitors.

At the close of each year, pupil teachers or stipendiary mo will be required to present certificates of good conduct fro managers of the school, and of punctuality, diligence, obe and attention to their duties from the master or mistress.

In Church of England schools, the parochial clergyma *in other schools,* the managers, will also certify that the teachers or stipendiary monitors have been attentive to thei gious duties.

Salaries of Pupil Teachers and Stipendiary M

If these certificates be presented, and if the Ins the close of each year, that he is satisfied with tion and the examination papers of the pupil diary monitors, and if those papers be satisfa

, the following stipends will be paid, irrespectively of any that may be received from the school or from any other rce:—

	For a Pupil Teacher. £. s.	For a Stipendiary Monitor. £. s.
At the end of the 1st Year	10 0	5 0
,, 2nd ,,	12 10	7 10
,, 3rd ,,	15 0	10 0
,, 4th ,,	17 10	12 10
,, 5th ,,	20 0	0 0

eration and Duties of Schoolmasters and Mistresses.

ose of each of these years, if the pupil teachers have certificate of good character and of satisfactory pro- e master or mistress by whom they have been instructed ed shall be paid the sum of 5*l.* for one, of 9*l.* for two, of three pupil teachers, and 3*l.* per annum more for every al apprentice; and, on the like conditions, 2*l.* 10*s.* for one ary monitor, 4*l.* for two, 6*l.* for three, and 1*l.* 10*s.* in ad- each year for every additional stipendiary monitor.

ddition to the foregoing subjects of instruction, if the pupil ers be skilfully trained by the master in the culture of a en, or in some mechanical arts suitable to a school of industry, e female pupil teachers be instructed by the mistress in cut- out clothes, and in cooking, baking, or washing, as well as in more usual arts of sewing and knitting, and the Inspector ify that the pupil teachers are thereby in a satisfactory course raining for the management of a school of industry, the master mistress will receive an additional gratuity, proportioned to the ee of skill and care displayed.

a consideration of the foregoing gratuity, and of the assistance ained from the pupil teachers and stipendiary monitors in the ruction and management of the school, the master will give m instruction in the prescribed subjects, during one hour and a at least, during five days in the week, either before or after usual hours of school-keeping.

he stipends will be liable to be withdrawn by their Lordships the report of their Inspector, on proof of the continued ill th of the pupil teachers or stipendiary monitors, or of miscon- want of punctuality, diligence, or skill, or failure in their ex- ation, or in default of the required certificates.

SUPPORT OF NORMAL SCHOOLS.

Education of Schoolmasters and Mistresses, and Grants in aid their Salaries.

Exhibitions on behalf of successful Pupil Teachers to Normal Schoo —Employment of certain of them in the Public Service. of ra in aid of Expenses of Normal Schools, and of the Masters and Mistresses educated therein. ex

THE Committee of Council on Education had under sideration their Lordships' Minutes as to the appre pupil teachers in elementary schools.

It appeared further expedient to their Lordships, that t President should authorize one or more of Her Majes spectors, together with the Principal of a normal schoo inspection, to submit to his Lordship, from among th teachers who had successfully terminated their apprentic certain number of those who, upon competition in a public nation, to be annually held by such Inspectors and Princ each Inspector's district, might be found most proficient in studies and skilful in the art of teaching, and concerning wh character and zeal for the office of teachers the Inspector of district could give the most favourable report.

That the Committee of Council on Education, on compari of the testimonials and examination papers of these apprenti should award, for as many as they might think fit, an exhibiti of 20*l.* or 25*l.* to one of the normal schools under the inspection Her Majesty's Inspectors.

That the pupil teachers to whom such exhibitions should awarded should be thenceforth denominated "Queen's Scholar

That the exhibition should be liable to be withdrawn if Principal of the training school should be dissatisfied with t conduct, attainments, or skill of the "Queen's Scholar."

Their Lordships were also of opinion, that it might be usefu offer further incentives to exertion and good conduct among pupil teachers, by opening to such of them as might not disp the highest qualifications for the office of schoolmaster, but wh conduct and attainments were satisfactory, an opportunity of taining employment in the public service, under such regula as may be hereafter adopted.

Their Lordships hope that the grant of an exhibition 25*l.* to the most proficient pupil teachers, to enable t a normal school, may diminish the difficulty exp trustees and managers of such institutions of mai efficiency. In order still further to reduce the tablishments, their Lordships will award to subject to inspection a grant for every stu

rning whose character and conduct the Principal shall give vourable report, and concerning whose attainments, skill in hing, and general aptitude for the vocation of a schoolmaster, hall appear to the Lord President, at the close of each of three ars of training, from the report of one or more of Her Majesty's ispectors, and from the examination papers, that a certain andard of merit has been attained. Such grants shall be 20*l.* e close of the first year, 25*l.* at the close of the second, and at the close of the third year's course of instruction. This rd of acquirement shall not be so ordered as to interfere e studies pursued in any normal school, but shall be those studies, so, however, as to apply impartially to ormal schools an equal incentive to exertion, by requiring in a sufficient number of the studies pursued in them.

Lordships will further grant, in aid of the salary of every aster appointed to a school under their inspection, and had one year's training in a normal school under their n, 15*l.* or 20*l.* per annum; and in aid of the salary of ch schoolmaster who has had two years of such training, 25*l.* per annum; and of every such schoolmaster who has ree years of such training, 25*l.* or 30*l.* per annum; pro- ed he has upon examination obtained the proper certificate of rit in each year on the following conditions:—

1. That the trustees and managers of the school provide the ster with a house rent-free and a further salary, equal at least wice the amount of this grant.

2. That the trustees and managers annually certify that his racter, conduct, and attention to his duties are satisfactory.

3. That the Inspector report that his school is efficient in its anization, discipline, and instruction.

On the same conditions their Lordships will grant, in aid of the ries of schoolmistresses appointed to schools under their in- ction, who obtain similar certificates in a normal school, two- ds of the sums to be awarded to schoolmasters for each year's ificate of merit.

iring Pensions to Schoolmasters and Mistresses for long and efficient Services.

at a retiring pension may be granted by the Committee of RM to any schoolmaster or schoolmistress who shall be ren- capable by age or infirmity of continuing to teach a school ity.

vided that no such pension shall be granted to any school- master or schoolmistress who shall not have conducted a normal or elementary school for 15 years, during seven at least of which such school shall have been under inspection.

That in all cases of application for pensions a report shall be required from the Inspector, and from the Trustees and Managers

of the schools, as to the character and conduct of the applic and the manner in which the education of the pupils under charge has been carried on.

The amount of the pension shall be determined according such report, but shall in no case exceed two-thirds of the avera amount of the salary and emoluments annually received by th applicant during the period that the school has been under in spection.

A minute of the grant of every such pension, and of the gro on which it has been awarded, shall be published in their ships' Minutes.

GRANTS IN AID OF DAY-SCHOOLS OF INDUSTR

THEIR Lordships had under their consideration Repo lished in their Minutes on Schools of Industry.

Resolved,—That when the managers of schools apply to enable them to hire a field garden for the instructio scholars, or to erect workshops in which handicrafts taught, or to provide a school, wash-house, or kitchen for struction of girls in domestic economy, their Lordships w disposed, on the following conditions, to grant assistance towa the promotion of these objects.

1. *School Field-Gardens.*

If their Lordships are satisfied with the position of the fiel relation to the school;

With the rent;

With the regulations for the management of the garden;

And with the competency of the master to superintend work and give the requisite instruction,—

Their Lordships will consider whether it may be expedien make an annual grant, not exceeding one-half the rent, so lon the Inspector may report that the field is skilfully and in triously cultivated;

To make a grant towards the purchase of tools in the first y and

To grant a gratuity to the master in each year in which instruction in industry is successful.

2. *Workshops for Trades.*

In schools situated in the denser parts of great cities, tended to attract from the streets vagrant youths who are here trained in criminal pursuits, or accustomed to begging and vagrancy, if their Lordships are satisfied—

With the site, plan, and specifications;

And with the regulations for the management of the workshops,

ially as respects the character of the persons selected as er workmen, the share the scholars have in the produce of r labour, and the disposal of their work,—

They will, in the case of each application, consider the propriety making grants for the erection of workshops.

They will also be disposed to contribute towards the purchase tools in the first year.

n cases in which it may be desirable, in the first instance, to d the outlay required for the erection of workshops, their hips will entertain applications for assistance towards the of a suitable building on the foregoing conditions, so long ctor shall report that the handicrafts are successfully rein.

will also consider the propriety of granting a gratuity to ter for every boy who, in consequence of the skill acquired workshop, shall have become a workman or assistant in de or craft whereby he is earning a livelihood.

3. *School Kitchens and Wash-houses.*

heir Lordships are satisfied—

With the site, plan, and specifications;

With the competency of the schoolmistress to give the requisite struction;

And with the regulations for the management of the school of dustry—

They will be disposed to make a grant towards the erection of se buildings.

They will also consider the propriety of granting a gratuity to mistress, in every year in which the Inspectors may report t the girls are successfully instructed in domestic economy.

n all cases of applications for grants to establish schools of ustry, it will be required that the schools shall be subject to pection, and that the general system of instruction shall be nd to be in conformity with the Minutes by which the distri- on of the Parliamentary Grant towards the erection of school ldings has hitherto been regulated.

RMAL SCHOOLS for Training MASTERS for WORKHOUSE SCHOOLS and for PENAL SCHOOLS.

EIR Lordships had further under their consideration the measures required to carry into execution the suggestions of the Secretary of State for the Home Department, for the establishment of normal and model schools for the training of masters of schools for pauper and for criminal children.

Resolved,—That a building be erected for the normal school,

providing accommodation for a principal, vice-principal, masters, and for 100 candidate teachers.

That it be referred to the Lord President and Secretar State for the Home Department, to cause plans to be prepa for this purpose.

That, as two years must elapse before this building can ready for occupation, premises be in the mean time procured, which the normal school may be temporarily conducted; that these premises be situated, if possible, near some workl or other school, which may serve as a practising school duri interval.

That, in connexion with the normal school, a mo industry be erected, for the pauper children of so London Unions, who may be received into this school, contract by a steward with the Unions, or by letting the to a district of Unions for the reception of children, u direction of a Board of management, according to the pr of the 7 and 8 Vict. c. 101.

That, in connexion with this normal school, but disti separate from the school for pauper children, a school be for criminal children, and that plans of buildings for the scr industry for pauper children, and for this separate penal sch be prepared and submitted to the Secretary of State for the Ho Department.

That it be referred to the Lord President and Secretary of St for the Home Department, to cause regulations to be prepared the management of the normal school, and of the practising sch as connected with it, as well as for the pauper school of indu and the penal school.

That an area of at least 10 acres is desirable for the no school, 10 acres for the pauper school, and 10 for the p school, in order that training in gardening, and the manage of a cottage farm may be successfully pursued.

That the following general estimate of outlay on the build and of annual expenditure, be approved:—

Buildings.

	£.
The buildings of the normal school	10,000
The buildings of the pauper school	5,000
The buildings of the penal school	5,000
Annual charge of normal school	3,500

That it be referred to the Lord President and Secretar State for the Home Department to direct the selection o buildings required for the temporary management of the normal school, and to determine the number of officers which may be required during the gradual growth of the establishment.

That the qualifications of the candidates for the offices of teachers in these schools be subjected to a careful examination,

under the direction of the Lord President; and that the several schools be, from time to time, inspected by Her Majesty's Inspectors, and a Report thereon submitted to the Committee of Council, and transmitted by their Lordships to the Secretary of State for the Home Department.

MINUTE on the ADMINISTRATION of the GRANTS for the SALARIES of MASTERS and MISTRESSES of SCHOOLS for PAUPER CHILDREN.

THE Lord President brought under the consideration of their Lordships a letter received from the Secretary of State for the Home Department, dated 18th November, 1846, calling their attention to the fact that 15,000*l.* was granted in the late Session of Parliament towards defraying the expense of salaries of masters and mistresses of pauper schools, and to the importance of rendering grants for this purpose in future years, conducive to the increased efficiency of such schools.

The Lord President also communicated to their Lordships a paper, prepared at the request of Sir George Grey, on the administration of these grants.

From these documents it appeared that there were upwards of 700 workhouse schools, and that little progress had hitherto been made in the establishment of schools of industry for districts of Unions, owing to the limitation of the radius of such districts in the Act of Parliament authorizing their creation, and also to the limitation of the expense for which the rate-payers under this Act might be rated towards the erection of the requisite buildings. Their Lordships were of opinion that it was expedient to employ Inspectors for the examination of workhouse schools, in order that by their suggestions to the guardians, and upon their reports, measures might be adopted in the administration of these grants to procure the improvement of these schools.

Resolved,—That it is desirable to train the pauper children now in workhouses in habits of industry.

That with this view, and for the purpose of improving workhouse schools, four Inspectors be appointed, with authority to examine the condition of schools for the education of pauper children, and to ascertain the character and qualifications of the persons employed as schoolmasters and mistresses, in order that unfit and incompetent persons may no longer be employed in that capacity, and that measures may be taken for awarding salaries according to the qualifications of the masters or mistresses, and the extent of the duties they have to perform.

That instructions be prepared for the guidance of such Inspectors.

SUPPLEMENTARY OFFICIAL LETTERS.

Committee of Council on Education,
Privy Council Office, Downing-street,
March 11, 1847.

SIR,

I HAD yesterday to acknowledge the receipt of your letter of the 8th instant, in which you inquired whether masters of elementary schools, who have not been trained in a normal school under the inspection of the Committee of Council, "are admissible to the advantages offered by their Lordships' Minutes of August and December last, provided that, upon the report of Her Majesty's Inspectors of Schools, my Lords find such masters to be efficient and deserving."

It was very satisfactory to me to have been then enabled to state, that all such masters may enjoy the gratuities offered in their Lordships' Minutes for the training of pupil teachers and stipendiary monitors apprenticed under the regulations of their Lordships, as well as the gratuities offered for the successful management of schools of industry, and for general merit.

I informed you also that my Lords, being desirous to offer the strongest inducements to schoolmasters and schoolmistresses to render long and efficient services to the public, had opened the prospect of a retiring pension to this class of teachers, and that the sole point of distinction which, in their Lordships' recent Minutes, had been left between this class of teachers and those who may obtain certificates of merit by a course of training in a Normal school under their Lordships' inspection, was the augmentation of salary to which the latter class will become entitled when provided with a house rent free, and with a salary equal to twice the amount of the stipend granted from the Parliamentary Fund.

I was able at once to assure you that my Lords did not intend that any injustice should be done to teachers whose merits and attainments equal those of masters and mistresses regularly trained in a normal school under inspection, and provided with the required certificates of merit; as well as to intimate that their Lordships had under their consideration the important question whether teachers who had not obtained such certificates at the close of a course of training in a normal school under inspection, should be admitted to an examination for certificates of merit.

The attention of their Lordships had been directed to this subject by numerous letters received from the trustees and managers, and from the masters of schools. My Lords had also before them the resolution of a meeting in Leeds, of the friends of the measure recently adopted by Government for the promotion of public education.

That resolution declares, "That, as the benefits of Government aid are proposed to be confined to those masters and mistresses who have been trained in normal schools already under inspection,

this meeting would beg leave respectfully to suggest that these benefits might, for the present, be extended to teachers who have not had that advantage, and who shall be reported to be duly qualified by competent examination."

These communications have been carefully considered. I have now the satisfaction to say, that I am authorized to inform you that the Committee of Council on Education will cause regulations to be framed, for the purpose of defining the conditions upon which masters or mistresses of schools under their Lordships' inspection, who have not passed through a course of training in a Normal school, may be admitted to an examination for three classes of certificates, to correspond with those which are to be granted in Normal schools.

Masters and mistresses who have not obtained such training, but who may, upon this examination, obtain certificates, will thus enjoy the augmentation of salary proposed to be granted, according to their Lordships' Minutes of August and December last, to teachers who shall have procured certificates of merit.

I am, &c.,

(Signed) J. P. KAY SHUTTLEWORTH.

Mr. E. Salter, 68, Park-street, Hulme, Manchester,
Secretary to the British Schoolmasters' Association.

38, Gloucester-square, Hyde-park,
March 12, 1847.

REVEREND SIR,

I READ in the "Patriot" newspaper this evening a letter to which your name is attached, addressed on behalf of the Committee of Privileges to ministers of the Wesleyan Association, requesting them "to use their best efforts to get a petition from every congregation in their circuits," in order to induce "the House of Commons not to vote any further sum of money to be placed at the disposal of the Committee of Council on Education, and to entreat the House to petition the Queen to dissolve the Committee by whom this pernicious scheme" (the Minutes for August and December, 1846) "has been recommended, and to declare that the interests of the nation will be best promoted by the non-interference of Government as to the education of the people." A form of petition is appended to this letter, and intended to be sent to every congregation connected with your Association.

For this purpose the letter commences with the following representation:—"Her Majesty's Ministers having recently brought before Parliament certain Minutes of the Committee of Privy Council on Education, proposing that provision should be made by Government for training, supporting, and pensioning schoolmasters and mistresses, and for creating and supporting a widely-extended system of education, by which it is intended that the instructors of masses of the rising generation should become Go-

vernment stipendiaries and expectants of Government pensions, to obtain which purposes they will have to secure the approbation of an inspector appointed by Government, but who must also be sanctioned by one of the archbishops, and who is to remain in office only so long as such sanction is continued."

If such were your interpretation of the intentions of the Government, I cannot wonder that you should have used your utmost efforts, in conjunction with the Committee of Privileges, to arouse the congregations of the Wesleyan Association to defeat so gross an injustice. But if you have misunderstood, and unintentionally very gravely misrepresented the plan developed in the recent Minutes of the Committee of Council, observe the consequences.

Every superintendent minister, placing confidence in your Committee of Privileges—every local preacher acting in obedience to the suggestions of the superintendent—and every congregation which may rely on the representations of its minister, will receive from your letter the impression that no school connected with the Wesleyan Association can partake of the grants offered by the Committee of Council in their recent Minutes, unless this school be subject to the visits of an inspector, appointed with the concurrence of one of the archbishops, and liable to be dismissed by the withdrawal of the archiepiscopal sanction. They will believe that no Wesleyan pupil teacher can be appointed—no master can receive a gratuity—no teacher can be pensioned—no apprentice can be elected to a Queen's scholarship—and no candidate in a Normal school connected with the Wesleyan Association can obtain a certificate, and the consequent augmentation of salary, unless he be examined by an inspector appointed with the concurrence of an archbishop, and for whose continuance in office his grace's sanction is requisite.

Such a conception of the intentions of the Committee of Council would justify the appeal of the Committee of Privileges to the congregations of the Wesleyan Association, and such a representation is likely to rouse the superintendent ministers, the local preachers, and their congregations, to the utmost activity, to petition the House of Commons to withhold the Parliamentary grant for the promotion of so "pernicious a scheme."

Accordingly, as your letter suggests, that "it is important that the petitions should be numerously signed," it is probable that on the ensuing Sunday (March 14th), as your letter is dated March 4th, the form of petition appended to your letter will be signed by great numbers of persons belonging to the congregations and Sunday schools of the Wesleyan Association. All will feel that a plan of education which thus imposes the interference of an ecclesiastical authority as a condition of grants from the Committee of Council to Dissenting schools, is an intolerable injustice.

You will rejoice to learn that the danger which you apprehended to be impending over the schools connected with the congregations of the Wesleyan Association is a *delusion.*

The Committee of Council never made any grant to a Dissenting school on such a condition as you have supposed. They have never acquired, either as a consequence of their grants, or otherwise, power to authorize any inspector, appointed with the concurrence of an archbishop, to enter any British or Dissenting school. The Order in Council of the 10th of August, 1840, makes the approval of an archbishop an incident in the appointment of *inspectors of Church of England schools alone.*

Six other inspectors have been appointed, in whose nomination the archbishop has in no respect intervened, and *three more of this class* are about to be appointed. Their Lordships have agreed (*vide* Minutes 1842-3, p. 537) that they will not proceed to recommend any candidate to Her Majesty as an inspector of schools connected with the British and Foreign School Society, until they have consulted the Committee of that Society, and found that the candidate has their approval. In like manner their Lordships have agreed to consult the Education Committee of the General Assembly of the Church of Scotland as to the appointment of any inspectors of schools, which are by law, or by their constitution, connected with that Church (*vide* Minutes 1839-40, pp. 19 and 20).

The Committee of Council have been of opinion that, unless each inspector possessed the confidence of the religious communion with which the schools visited by him were connected, he could not usefully co-operate with the school managers. Their Lordships have, therefore, in proceeding to nominate inspectors, been ready to consult the Central Board, watching over the interests of any distinct class of schools, in order to avoid the appointment of any persons who, especially on religious grounds, did not enjoy their confidence. No inspector is employed in the visitation of other schools than those for the examination of which he is appointed, except on the direct and formal invitation of their managers, which rarely occurs.

Schools connected with the Wesleyan Association would not, therefore, ever be entered by a Church of England inspector, or by any inspector who did not enjoy the confidence of the Committee of Privileges. If the managers of such schools desired the aid of Government to enable them to apprentice pupil teachers—to procure for these assistants exhibitions to Normal schools at the close of their apprenticeship, or an augmentation of the salaries of their masters—the principle on which inspectors of schools are appointed would oppose no obstacle to their application for such aid, for no person would be so employed who did not enjoy the confidence of the Committee of Privileges.

The opposite conception is a delusion, which the proceedings of the Committee of Council, as recorded in their Minutes, from the year 1839 to this date disprove. Those Minutes contain abundant proof that the Committee of Council have, with unwavering impar-

tiality, endeavoured on all occasions to protect the interests of the minority from civil injustice, while they have paid due respect both to the rights of conscience, and to the religious institutions and convictions of all classes of Her Majesty's subjects.

I am, &c.,

JAMES PHILIPS KAY SHUTTLEWORTH.

The Rev. Robert Eckett, 6, Argyle-square.

AT THE COUNCIL CHAMBER, WHITEHALL,

By the Lords of the Committee of Council on Education.

EXPLANATORY MINUTE, June 28, 1847.

Read letters addressed on April 5th and April 6th, 1847, to the Lord President of the Council from the United Committees of Privileges and Education of the Wesleyan Conference.

Read also the letter addressed by direction of the Lord President of the Council and Lord John Russell to the Secretaries of the United Committees of Privileges and Education.

Ordered, That this letter be now entered on the Minutes of this Committee.

Committee of Council on Education, Council Office,
Whitehall, April 7, 1847.

GENTLEMEN,

YOUR letter, dated April 6th, has been under the consideration of the Lord President of the Council. His Lordship has informed you that he has communicated with Lord John Russell on the subject of your inquiries, and that I am directed to furnish you with the following explanations on the several matters to which they relate, resulting from recent deliberations of the Committee of Council.

1. Schools not connected with the National and the British and Foreign School Societies have been admitted to the benefits derivable from the parliamentary grants, by means of the Minute of the 3rd of December, 1839. It was their Lordships' intention, when they adopted the Minutes of August and December, 1846, to remove the stringency of the preamble to the Minute of the 3rd of December, 1839, which declares, that if the school be not in connection with either of those societies, the Committee of Council will not entertain the case, unless some special circumstances be exhibited to induce their Lordships to treat the case as special. This part of the preamble having been removed, the schools recognised by the Education Committee of the Wesleyan connection would be admitted to the benefits of the public grants on the conditions observed in common, both by schools connected with the National and with the British and Foreign School Societies.

But no school would be admitted to the enjoyment of these advantages which did not fulfil the requirement contained in the resolutions with which the Minute of the 3rd of December, 1839, concludes, namely, that the daily reading of a portion of the Scriptures shall form part of the instruction in the school.

It has always been intended by the Committee of Council that these words should be understood as requiring that the entire Bible, in the authorized version, should be required to be in use in schools aided by public grants, so far as such a condition did not interfere with the constitution of the schools of the British and Foreign School Society, as founded under the patronage of His late Majesty George III., and subsequently sanctioned by Parliament since 1833, and which constitution includes the use of the Holy Scriptures, or extracts therefrom.

Their Lordships have not superseded the operation of their Minute of 3rd December, 1839, by their Minutes of August and December, 1846. The whole series of minutes are connected, and are to be deemed mutually explanatory.

Their Lordships have hitherto made no provision for the extension of aid to Roman Catholic schools, but they have not by their recent nor by any preceding minutes precluded themselves from presenting to Parliament further minutes, by which, upon a full consideration of the wants of the population and the constitution of the school, they may be enabled to grant such assistance. These further minutes, when presented, will make a separate provision for Roman Catholic schools, and will in no degree unsettle the basis on which aid is now granted to other schools. Full opportunity will be given for the consideration and discussion of such minutes before Parliament is called upon to carry them into execution; and no one who agrees to accept aid under the present minutes will be thereby in any degree pledged to approve these future minutes, or precluded from offering to them such opposition as he may think expedient.

2. The Committee of Council are appointed to superintend the distribution of parliamentary grants for promoting education in Great Britain. It is, therefore, obviously not within their Lordships' discretion to devote any part of these grants to ecclesiastical or other purely spiritual uses. In framing all their minutes, from those of 1839 to those of August and December, 1846, the Committee of Council have had in view this distinction. Unless, therefore, in their recent minutes, the office of schoolmaster be regarded as a function apart from that devolving on the clergy and ministers of religion, their Lordships cannot fulfil their obligation to apply the parliamentary grant solely to purposes of education. If they were to use it in aid of the stipends of teachers in the responsible exercise of ecclesiastical or other spiritual functions, this fund would insensibly become a means of support as much for ministers of religion as of masters of schools. They have accordingly made no such provision in their minutes of August and December, 1846.

To these views of the character of the office of a teacher in an elementary school, and of their Lordships' discretion in the distribution of the parliamentary grant, they will consider it their duty to adhere.

3. The Committee of Council on Education having, in a preceding part of this letter, signified their readiness to admit schools recognised by the Education Committee of the Wesleyan connection to a participation in the parliamentary grant, on the conditions common to other schools, their Lordships are disposed to provide for the inspection of Wesleyan schools in a manner similar to that by which they have provided for the inspection of British schools.

In appointing inspectors of British schools, my Lords have not consented to admit, as a valid objection to the appointment of an inspector, that he did not belong to some particular religious communion. Their Lordships have desired to select for such appointments gentlemen who would impartially perform the duties of their office, while they acted in harmony with the religious communion with which the schools inspected by them were connected. But they have not for this purpose considered it desirable, or scarcely practicable, that each inspector should belong to the religious communion with which the schools inspected by him were associated. It is obvious that such arrangements would involve the inspection of schools in much practical embarrassment, and that it could not be conducted on this plan without an unnecessary addition to the numbers of the inspectors, nor without a large increase of the pecuniary charge of such inspection to the Government.

With this general explanation their Lordships desire to assure you that they are anxious to appoint, as inspectors of Wesleyan schools, such persons only as may obtain the confidence and support of the Education Committee of the Wesleyan Conference; and that they will not recommend any person to her Majesty for such appointment, without previously consulting the Wesleyan Education Committee.

They intend, for the reasons previously stated, that the persons so appointed shall also, under similar provisions as to their appointment, be employed in the inspection of other schools.

4. The inspectors so appointed will be guided and limited by the same instructions as those which have been issued to the inspectors of British schools.

5. The Committee of Council have not conferred on their inspectors any authority beyond that of a power to examine and report to their Lordships, and have reserved to themselves the decision of all matters relating to the administration of the public grants under their minutes. My Lords will therefore listen with attention to the appeal of the school managers against the recommendation of any inspector. They have always recognised the justice and propriety of such an opportunity for appeal.

6. The Committee of Council have given careful consideration to the suggestion of the Education Committee of the Wesleyan connexion, that they feel it to be of great importance to the religious character of their schools that their Lordships should concede to the managers of the schools the right to select in the first instance the scholars who, if approved by the inspectors, may be recommended to their Lordships as pupil-teachers or stipendiary monitors. Their Lordships perceive that this suggestion is founded on a misconception of the intention and practical tendency of the minutes. My Lords intend that the managers and the inspectors shall act concurrently. They consider the managers as the proper arbiters of everything which relates to the moral and religious character of the apprentice; and that the inspector, while he receives their certificate on this subject, is to examine and report on the intellectual qualifications of the candidate. They have therefore conferred on the inspector power to examine the whole school, in order to make the comparative intellectual qualifications of all the scholars apparent. While, therefore, it will be the duty of the inspec-

tor to point out those who are intellectually best qualified, it will be the duty of the managers to make known their comparative moral and intellectual qualifications. It is obvious, therefore, that the inspectors and the managers must practically concur in the recommendation of the candidate for the office of pupil teacher or stipendiary monitor.

7. Their Lordships, having during the last fortnight frequently conferred on the several matters contained in this letter, and having authorized these declarations, will be ready to incorporate them in an explanatory minute.

8. The Committee of Council have further deliberated on the subjects adverted to in the sixth resolution of the United Committees of Privileges and Education, on the 31st of March and 1st of April, 1847.

It cannot fail to be known to the United Committees, that the regulations of Church-of-England schools, in connexion with the National Society, which render instruction in the catechism of the Church of England a condition of admission to the advantages of other instruction given in such schools, were not imposed upon that Society by the Committee of Council on Education. The maintenance of this condition has on more than one occasion been the subject of discussion in the Committee of the National Society, and it is material to the consideration of this subject that a large body of the clergy consider themselves to be under obligations of conscience to make this requirement; consequently, after repeated discussions, this rule has been maintained by the National Society, though the managers of each school are, with the concurrence of the Diocesan, at liberty to admit scholars who do not attend the Sunday-school or Divine worship according to the doctrine and ritual of the Church of England.

Under such circumstances, my Lords, having regard also to the fact that National schools thus constituted have enjoyed the advantages derivable from Parliamentary grants since 1833, have not considered it their duty to make the admission of children of Dissenters into such schools without these requirements a condition of grants under their Minutes for August and December, 1846.

Their Lordships greatly regret that the children of Dissenters are not admissible into Church-of-England schools without these requirements, and they would rejoice in a change in the regulations of such schools, providing for their admission.

While on the one hand my Lords regard with respect and solicitude the scruples which religious parents among the poor may feel to permit their children to learn the catechism of the Church of England, they have felt themselves precluded from insisting upon a condition which might at once exclude Church-of-England schools, or at least the majority of them, from the advantages to be derived under the Minutes of Council.

Their Lordships hope that much may be expected from a careful review of the civil and political relations of the school, which has not at any previous period been so fully acknowledged to be a National Institution. Regarded in this light, their Lordships cannot but hope that the clergy and laity of the Church of England will admit, that the view they take of the obligations resting upon them, as to the inculcation of religious truth, must be limited by their duty to recognise the state of the law as to the toleration of diversities in religious belief,

and especially in those who, on the basis of the Apostles' Creed, approach so nearly as the Wesleyan Communion do, in doctrine, to the Church of England.

If their Lordships should find, upon the report of their inspectors, that, in parishes with only one school aided by public grants, communicants of Wesleyan congregations, too poor to provide a school for the education of their children, had, under the circumstances previously related, no opportunity of obtaining such instruction without conditions which they could not conscientiously fulfil, it would be open to their Lordships to consider whether, without a departure from the principles on which the minutes are founded, they could provide for the education of such children.

I have, &c.

J. P. Kay Shuttleworth.

The Rev. Charles Prest,
The Rev. George Osborn,
The Rev. John C. Pengelly,
The Rev. Thomas Vasey,
Secretaries to the United Committees of Privileges and Education of the Wesleyan Conference.

Resolved—

That the explanations given in this letter be confirmed.

That, in pursuance of these explanations, the Committee will no longer require the statement of special circumstances as prescribed by the Regulation of the 24th September, and the Minute of the 3rd December, 1839, in the case of applications from schools not in connexion with either the National or the British and Foreign School Society.

Their Lordships understand, that by the Minute of the 3rd December, 1839, the use of the entire Bible in the authorized version was intended to be required in schools aided by public grants, so far as such a condition may not interfere with the constitution of the British and Foreign School Society.

That, inasmuch as the promotion of education is the exclusive object of the Parliamentary grants placed at the disposal of the Committee, and as, in the framing of the Minutes, from those of 1839 to those of December, 1846, the office of schoolmaster has been regarded as one apart from that of ministers of religion, no gratuity, stipend, or augmentation of salary will be awarded to schoolmasters or assistant teachers who are in holy orders or ministers of religion.

That their Lordships reserve to themselves the power of making an exception to the last resolution, in the case of model schools connected with training schools.

That the Committee of Council will not employ any inspector to inspect Wesleyan schools without previously consulting the Education Committee of the Wesleyan Conference; and that the inspectors so employed shall be guided in the inspection of Wesleyan schools by the instructions which are applicable to the inspection of British schools.

MINUTE respecting the MANAGEMENT CLAUSES of SCHOOL DEEDS.

Read, a letter from the Secretary of the National Society, dated May 12, 1846.

Read also, a letter from the Secretary of this Committee to his Grace the Archbishop of Canterbury, dated September 29, 1846.

Read, the reply of his Grace the Archbishop of Canterbury, as President of the National Society, to the Secretary's Letter, dated November 23, 1846.

Ordered, that this Correspondence be now entered on the Minutes of this Committee.

National Society's Office, Sanctuary, Westminster, May 12, 1846.

SIR,

THE Committee of the National Society have had under their consideration certain clauses marked A, B, C, and D, which are recommended by the Committee of Council for insertion in the trust-deeds of schools, as a proper provision for the management of schools. The Committee of the National Society are desirous that the promoters of education throughout the country should have the same liberty of choice as to the constitution of their schools which has hitherto been conceded to them, both by the Committee of Council and the National Society. The Committee of the National Society, however, are prepared to concur with the Committee of Council in recommending the above clauses to applicants for aid, it being understood that the applicants may select the clause most adapted to their own case.

The Committee of the National Society at the same time would suggest the following modification, which appears more perfectly to embody the intention of the Committee of Council, as well as that of the National Society; viz., for the words "The minister, for the time being, of the said , or in his absence his curate, shall have the superintendence of the religious instruction of the scholars attending the said school," read "The minister, for the time being, of the said , or in his absence his curate, shall have the moral and religious superintendence of the said school."

I have, &c.

W. J. KENNEDY, Secretary.

The Secretary, Committee of Council on Education.

Committee of Council on Education, Council Office, Whitehall, September 29, 1846.

MY LORD ARCHBISHOP,

I AM directed by the Committee of Council on Education to state, that their Lordships, on their appointment as members of the Committee, found, amongst other business awaiting their decision, the letter addressed to their Lordships from the Committee of the National Society, dated the 12th of May.

Since the close of the last session of Parliament, my Lords have

been enabled to give their attention to the suggestions offered by the National Society, in this letter, respecting the clauses marked A, B, C, and D, which have been recommended by the Committee of Council for insertion in the trust-deeds of schools, as a proper provision for their management.

These clauses were founded on the terms of union, published by the National Society, as conditions of its connexion with Parochial schools.

But my Lords do not hesitate, as suggested by the Committee of the National Society, to extend the superintendence of the minister to the moral as well as to the religious instruction in the school.

They therefore propose that instead of the words "The minister, for the time being, or in his absence his licensed curate, shall have the superintendence of the religious instruction of the scholars attending the said school," the clause shall read "The minister, for the time being, and in his absence his licensed curate, shall have the superintendence of the moral and religious instruction of the scholars attending the said school."

The arrangements made for the management of schools now in course of erection may greatly promote or impede further measures for their improvement. My Lords are therefore desirous that no doubt should exist that the National Society are prepared to employ their influence with the promoters of parochial schools on all occasions, to procure the adoption of the clauses, relating to the management of schools, on the approval of which they have, in their letter of the 12th of May, declared their concurrence with the Committee of Council on Education.

I have, &c.
J. P. Kay Shuttleworth.

His Grace the Archbishop of Canterbury.
President of the National Society.

Sir, Lambeth, November 23, 1846.

I have been requested by the Committee of the National Society to express their satisfaction that the Committee of Council, in providing forms of trust-deed for Church schools, have consented to extend the superintendence of the clergyman to the moral as well as the religious instruction of the scholars; and I am authorized to state, that they approve of the terms in which that provision is expressed. The Committee consider this clause as a security for the due prominence of religious teaching; and that they entertain a sanguine hope, that under its influence the clergy and their respectable parishioners will cordially co-operate for the religious, moral, and intellectual advancement of the children of the poor; and that by these means such a practical and effective education will be diffused throughout the country, as the Committee of Council and the National Society would be equally desirous to promote.

The Committee request me to repeat the expression of their desire, that the promoters of education throughout the country should have the same liberty of choice, as to the constitution of their schools, as has hitherto been conceded to them, both by the Committee of Council and by the National Society. The Committee of the National Society

are, however, prepared to employ their influence in recommending the clauses marked A, B, C, and D to applicants for aid, it being understood that the applicants may select the clause most adapted to their own case.

In the terms of Union established by the National Society, and on which the Committee of Council have grounded the above clauses, it is provided that the masters and mistresses of National Schools shall be members of the Established Church, a provision which is obviously necessary, and which is indeed substantially included in your various forms of trust-deed for National Schools, all of which require that the said "school shall be always in union with the National Society and conducted according to its principles." At the same time, as instances have occurred in which this provision has been overlooked, the Committee of the National Society would suggest that it should be embodied in the trust-deed.

I remain, &c.

James P. Kay Shuttleworth, Esq. W. CANTUAR.

Resolved, That in pursuance of this Correspondence the Secretary be instructed, in communicating with applicants for aid for the erection of School Buildings for Church-of-England Schools, to recommend the adoption in each case of such one of the above-mentioned Management Clauses as may appear most suitable to the character and numbers of the population of the School District, as affording means for the selection of persons competent and willing to act as school-managers.

That, for the guidance of the Secretary in his correspondence, the Committee are of opinion that, in populous districts of towns in which the intelligent and wealthy inhabitants are numerous, it is expedient to recommend the adoption of the Management Clause A.

And subject to and in conformity with the declaration aforesaid, the said school and premises, and (where no other disposition is made) the funds or endowments thereof, shall be directed, controlled, governed, and managed, in manner hereinafter specified, that is to say, the minister for the time being of the said ,
or in his absence his curate, shall have the superintendence of the moral and religious instruction of the scholars attending the said school; and in case any difference should arise between the said minister and curate and the Committee of Management hereinafter mentioned, respecting the religious instruction of the scholars or any regulation connected therewith, the said minister or curate or any member of the said Committee of Management may cause a statement of the matter in difference to be laid before the Bishop of the diocese in writing, a copy of such statement having been previously communicated to the said Committee of Management and also to the minister or curate if not prepared by him; the said Bishop may inquire concerning and determine the matter in difference, and the decision of the Bishop in writing thereon when laid before the Committee of Management shall be final

and conclusive upon the matter. But in all other respects the management, direction, control, and government of the said school and premises, and of the funds or endowments thereof, and the selection, appointment, and dismissal of the schoolmaster and schoolmistress, and their assistants, shall be vested in and exercised by a Committee consisting of the minister of the said for the time being, his licensed curate or curates, if the minister shall appoint him or them upon the said Committee, the churchwardens for the time being if members of the Church of England, and of other persons members of the Church of England, residents or having a beneficial interest to the extent of a life estate at the least in real property, situated in the said , and subscribers in the current year to the amount of *twenty* shillings at the least to the said school; the said last-mentioned persons to be elected annually in the month of by subscribers to the said school to the amount of per annum at the least, and qualified in other respects as the persons to be elected. Provided always, that no default of election or vacancy during any current year shall prevent the other members of the Committee from acting until the next annual election, or until the vacancy shall be otherwise supplied. And I do hereby declare that no person shall be appointed or shall continue to be master or mistress in the said school who is not a member of the Church of England. The minister shall be chairman of all meetings of the Committee of Management, if present, and when not present any other member of the Committee selected by the members present shall preside, and in case of an equality of votes the chairman for the time being shall have a second or casting vote. The Committee shall annually select from among its members one to act as secretary, who shall keep minutes of the proceedings in a book to be provided for that purpose, and shall give due notice to all the Committee before any extraordinary meeting. And the said Committee of Management shall have power from time to time in the month of to select and appoint a Committee of not more than ladies, being members of the Church of England, to assist them in the visitation and management of the Girls' and Infant Schools, which Ladies' Committee shall remain in office until the close of the current year.

Resolved, That in school districts in towns and villages in which the well-educated and wealthy classes may be less numerous, and in rural parishes having not less than 500 inhabitants, with at least three or more resident gentlemen, or intelligent yeomen, manufacturers, or tradesmen, the Secretary be instructed to suggest the adoption of Clause B.

And subject to and in conformity with the declaration aforesaid, the said school and premises, and, where no other disposition is made, the funds or endowments thereof, shall be directed, controlled, governed, and managed, in manner hereinafter specified, that is to say, the minister for the time being of the said , or in his absence his curate, shall have the superintendence of the moral and religious instruction of the scholars attending the said school; and in case any difference should arise between the said minister and curate

and the Committee of Management hereinafter mentioned, respecting the *religious* instruction of the scholars, or any regulation connected therewith, the said minister or curate, or any member of the said Committee of Management, may cause a statement of the matter in difference to be laid before the Bishop of the diocese in writing, a copy of such statement having been previously communicated to the said Committee of Management, and also to the minister or curate, if not prepared by him; the said Bishop may inquire concerning and determine the matter in difference, and the decision of the Bishop in writing thereon, when laid before the said Committee of Management, shall be final and conclusive upon the matter. But in all other respects the management, direction, control, and government of the said school and premises, and of the funds or endowments thereof, and the selection, appointment, and dismissal of the schoolmaster and schoolmistress, and their assistants, shall be vested in and exercised by a committee consisting of the minister of the said for the time being, his licensed curate or curates, if the minister shall appoint him or them upon the said committee, and of persons, of whom the following shall be the first appointed:—

the said last-mentioned persons continuing to be members of the Church of England, and residents, or to have a beneficial interest to the extent of a life estate, at the least, in real property situated in the said , and to be subscribers in the current year to the amount of *twenty* shillings at the least to the said school; and any vacancy which may occur in the number of persons last mentioned by death, resignation, incapacity, or otherwise, shall be filled up by the election of a person or persons having a like qualification, such election to be vested in the subscribers to the said schools, to the amount of at the least to the said school, and qualified in other respects as the person to be elected: Provided that no default of election or vacancy shall prevent the other members of the committee from acting until the vacancy shall be otherwise supplied. And I do hereby declare that no person shall be appointed or shall continue to be master or mistress in the said school who is not a member of the Church of England. The minister shall be chairman of all meetings of the Committee of Management if present, and when not present any other member of the committee selected by the members present shall preside; and in case of an equality of votes, the chairman for the time being shall have a second or casting vote. The committee shall annually select from among its members one to act as secretary, who shall keep minutes of the proceedings in a book to be provided for that purpose, and shall give due notice to all the committee before any extraordinary meeting. And the said Committee of Management shall have power from time to time in the month of to select and appoint a committee of not more than , ladies, being members of the Church of England, to assist them in the visitations and management of the Girls' and Infant Schools, which

Ladies' Committee shall remain in office until the close of the current year.

Resolved, That in rural parishes containing fewer than 500 inhabitants, and in all school districts in which, from poverty and ignorance, the number of subscribers is limited to very few individuals, and great difficulty is experienced in providing a succession of School Managers, the Secretary be instructed to permit the adoption of the Management Clause D.

And subject to, and in conformity with, the declaration aforesaid, the said school and premises, and where no other disposition is made, the funds or endowments thereof, shall be directed, controlled, governed, and managed in manner hereinafter specified, that is to say, the minister for the time being of the said , or in his absence his curate, shall have the superintendence of the moral and religious instruction of the scholars attending the said school; and in case any difference should arise between the said minister and curate and the Committee of Management hereinafter mentioned respecting the religious instruction of the scholars, or any regulation connected therewith, the said minister or curate, or any member of the said Committee of Management, may cause a statement of the matter in difference to be laid before the Bishop of the diocese in writing, a copy of such statement having been previously communicated to the said Committee of Management, also to the minister or curate if not prepared by him; the said Bishop may inquire concerning and determine the matter in difference, and the decision of the Bishop in writing thereon when laid before the said Committee of Management shall be final and conclusive upon the matter. But in all other respects the management, direction, control, and government of the said school and premises, and of the funds or endowments thereof, and the selection, appointment, and dismissal of the schoolmaster and schoolmistress, and their assistants, shall be vested in and exercised by a committee consisting of the minister of the said for the time being, his licensed curate or curates, if the minister shall appoint him or them upon the said committee, and of persons, of whom the following shall be the first appointed, namely,

the said last-mentioned persons continuing to be members of the Church of England; and any vacancy which may occur in the number of persons last mentioned by death, resignation, or incapacity, or otherwise, shall be filled up by the election of a person or persons, being members of the Church of England, such election to be vested in the remaining members of the said committee, until the Bishop of the diocese in which the school is situate shall in writing direct that such person or persons shall be elected by the subscribers to the said school, and thereupon the election shall be vested in the subscribers to the said school to the amount of *ten* shillings per annum at the least, and qualified in other respects as the person to be elected: Provided that

no default of election or vacancy shall prevent the other members of the committee from acting until the vacancy shall be supplied. And I do declare that no person shall be appointed or shall continue to be master or mistress in the said school who is not a member of the Church of England. The minister shall be chairman of all meetings of the Committee of Management, if present, and when not present any other member of the committee selected by the members present shall preside; and in case of an equality of votes, the chairman for the time being shall have a second or casting vote.

Resolved, That in very small rural parishes in which the resident inhabitants are all illiterate and indifferent to the education of the poor, and in which the Clergyman has, by his exertions and sacrifices, given proofs of his zeal for the education of his parishioners, the Secretary be instructed to permit the insertion of the Clause C, if there be no immediate prospect that the Clergyman will be supported by the aid of persons competent and willing to co-operate with him in the management of the school.

Provided that, if at any time the Bishop of the said diocese shall deem it expedient that a committee of the subscribers to the school and members of the Church of England should be formed for the management of the school, and shall, in writing, direct that such committee shall be appointed, the said school and premises, and, where no other disposition is made, the funds or endowments thereof, shall thenceforth be directed, controlled, governed, and managed in manner hereinafter specified, that is to say, the for the time being of the said parish of , or, in his absence or incapacity, the officiating minister aforesaid, shall have the superintendence of the moral and religious instruction of the scholars attending the said school; and in case any difference should arise between the said or officiating minister and the Committee of Management hereinafter mentioned, respecting the religious instruction of the scholars, or any regulation connected therewith, the said or officiating minister, or any member of the said Committee of Management, may cause a statement of the matter in difference to be laid before the Bishop of the diocese in writing, a copy of such statement having been previously communicated to the said Committee of Management, and also to the minister or curate, if not prepared by him; the said Bishop may inquire concerning and determine the matter in difference, and the decision of the Bishop in writing thereon, when laid before the said Committee of Management, shall be final and conclusive upon the matter. But in all other respects the management, direction, control, and government of the said school and premises, and of the funds or endowments thereof, and the selection, appointment, and dismissal of the schoolmaster and schoolmistress and their assistants, shall, on the happening of the event herein provided for, be vested in and exercised by a committee consisting of the of the said parish for the time being, his licensed curate or curates, if the shall appoint him or them upon the said

committee, or in the absence or incapacity of the then of the officiating minister and of other persons, to be nominated and appointed by the said or minister, as the case may be, out of persons in communion with the Church of England and residents, or having a beneficial interest to the extent of a life estate, at the least, in real property situate in the said parish, and subscribers in the current year to the amount of *twenty* shillings at the least to the said school; and any vacancy which may occur in the number of persons last mentioned by death, resignation, incapacity, or otherwise, shall be filled up by the election of a person or persons having a like qualification; such election to be vested in the subscribers to the said school to the amount of *ten* shillings per annum at the least, and qualified in other respects as the persons to be elected. Provided, however, that no default of election or vacancy shall prevent the other members of the committee from acting until the vacancy shall be supplied. And I do hereby declare that no person shall be appointed or shall continue to be master or mistress in the said school who is not a member of the Church of England. The , or in his absence the officiating minister, shall be chairman of all meetings of the Committee of Management if present, and when not present any other member of the committee elected by the members present shall preside; and in case of an equality of votes, the chairman for the time being shall have a second or casting vote. The chairman shall annually select from among its members one to act as secretary, who shall keep minutes of the proceedings in a book to be provided for that purpose, and shall give due notice to all the committee before any extraordinary meeting.

Resolved—

That the following modification of these clauses may also be permitted, viz.—

That in Management Clause A, the election of Managers, instead of being annual, may be biennial or triennial, and that the Committee of Management may, in the interval of such biennial or triennial elections, fill up all vacancies in the office of Manager, occasioned by death, resignation, or disqualification.

That a clause may be inserted in Management Clause B, conferring on the Managers power to introduce the mode of election contained in Clause A, provided this new clause be endorsed on the school-deed, and signed by a majority of the Managers at a meeting duly convened.

That in Clause B the managers may be appointed for four years only, one half going out every two years.

That in Clause D a provision may be inserted, to the effect that whenever there are ten subscribers of ten shillings per annum, and five subscribers of one pound per annum, the vacancies in the committee shall be filled up by the election of a duly qualified person by the subscribers, as in Clause B.

That any case in which the promoters of the erection of a Church-of-England school shall desire to depart in any respect

from these arrangements for the management of their school, whether as considered in relation to the character and numbers of the population of the school district or otherwise, the question thus arising shall be submitted to the special consideration of the Lord President, in order that, if he think it expedient, he may lay the case before the Committee of Council on Education.

That in schools connected with the British and Foreign School Society, the following clause be recommended to applicants for aid for the erection of British schools.

Such committee to consist of *

until the month of next, and thenceforth of not less than nor more than persons, to be elected annually in the said month of by the subscribers to the said school who shall have subscribed thereto the sum of £ or shall subscribe to the same the sum of at least during the current year, out of the subscribers to the same school to the amount of £ at least, or to the amount of at least during the current year: Provided that no default of election or vacancy shall prevent the members of the past year, or the continuing members, as the case may be, from continuing to act in the management and control of the school until the time of the next annual election. The committee at their first meeting shall elect a chairman for the ensuing year, who shall preside at such meeting of the committee and of the subscribers when present, and in case of his absence a chairman shall be chosen to preside for that occasion; and in case of an equality of votes on any question, the presiding chairman shall have a second and casting vote.

AT THE COUNCIL CHAMBER, WHITEHALL,

By the Lords of the Committee of Council on Education.

SUPPLEMENTARY MINUTE, July 10, 1847.

Read, the resolution of the Committee of Council on Education of the 19th of August, 1839, as follows:—

"The Committee will require, as an indispensable condition, that an inspector acting under their authority shall be enabled to visit every school to which any grant shall in future be made. Such inspector will not be authorized to examine into the religious instruction given in the school, but he will be directed to ask for such information as to the secular instruction and general regulations of the school as may enable the Committee to make a Report to Her Majesty in Council, to be laid before both Houses of Parliament."

* Insert the names of the first committee.

Resolved—

That it appears to the Committee that there are schools to which it is desirable that grants should be made, though the managers object, on religious grounds, to make a report concerning the religious state of such schools, as required by the Minutes of August and December, 1846.

That the principles embodied in the resolution of the 19th of August, 1839, be applied to such cases, and that no certificate of the religious knowledge of pupil-teachers or monitors be required from the managers of such schools.

Explanatory Letter to Her Majesty's Inspectors of Schools on various Questions relating to the Administration of Grants, under the Minutes of August and December, 1846, *and of July* 10, 1847.

Committee of Council on Education, Council Office,
Whitehall, July, 1847.

SIR,

I AM directed by the Committee of Council on Education to explain what are the arrangements by which they conceive the new duties devolving upon you, under the recent Minutes, may be most conveniently performed.

Their Lordships request, that in the ordinary tour of inspection you will avail yourself of opportunities to inform, not only the trustees and managers, and such other promoters of the schools as may be present at your examinations, but also the teachers and scholars, what are the advantages which the Government has placed within their reach.

If at such visits you find that the state of the school, the qualifications of the master, and of some of the most proficient scholars, place their Lordships' grants for the apprenticeship of pupil-teachers or stipendiary monitors within the reach of the school, their Lordships request that you will confer with the managers on this subject, and ascertain whether the resources of the school justify an expectation that the apprenticeship will be concluded without interruption. If the managers are disposed to sign the memorial for this form of assistance, you will then complete your inquiry as to the condition of the school, the attainments of the master, and the qualifications of the scholars.

It is important that the scholars and their parents should, from the mode in which the examination of the school is conducted, place implicit confidence in the impartiality with which the intellectual qualifications of the scholars are discriminated. Their Lordships consider the local authorities as the proper arbiters of everything that relates to the moral and religious character of the apprentices, but that it is the province of the inspector to determine their comparative intellectual qualifications. With this view it will be your duty, after an examination of the whole school, to point

out those scholars whom you consider to be intellectually best qualified, and it will be the duty of the clergyman and managers, or of the managers, to make known their comparative moral and religious qualifications. The inspector and the local authorities must therefore practically concur in the recommendation of the candidate for the office of pupil-teacher or stipendiary monitor.

The explanations in the last paragraph do not apply to the class of schools which are admitted to the benefits of their Lordships' grants by the Supplementary Minute of July 10th, 1847.

According to the terms of their Lordships' Minutes, the pupil-teachers and stipendiary monitors of each school are to be selected from the scholars of that school.

Under ordinary circumstances a teacher who has not prepared any of his scholars to pass the examination of a candidate for apprenticeship ought not to be permitted to receive a pupil-teacher, and his school would generally be an unfit place for the training of an apprentice.

Exceptions may, however, be found to this rule. A teacher of undoubted merit, skill, and attainments, may have entered a school too recently to have had time to raise the instruction of the scholars to the proper standard; or a good teacher may have been overwhelmed with an excess of labour, on account of the want of assistance.

These cases are to be regarded as exceptions to the general rule, and may be brought before their Lordships by a special report. As a temporary arrangement, their Lordships will also, during this year, be disposed to receive special reports on the apprenticeship of other children than the scholars in those schools in which the majority of the scholars work in silk, cotton, flax, or woollen factories or in printworks.

When you have determined which scholars are most eligible for apprenticeship, it will be necessary, when the parish is isolated, that you should complete the examination of the candidates before proceeding to another school. But when several schools applying for apprentices lie within a moderate distance of a town, my Lords request you to pursue the following course. You will take down the names of the most eligible scholars, and appoint a day on which they may be assembled with other candidates from neighbouring schools, in order that their comparative qualifications may be determined, by an examination in accordance with their Lordships' Minutes. For this purpose it is desirable to procure the use of some public room in the town, or other central place, in which the candidates may be assembled for examination.

Your report on each school will, of course, be separately made. This report, and the examination papers accompanying it, will be considered in this department; and if their Lordships should confirm your recommendation, the indenture of apprenticeship will

be filled up here, and transmitted to the managers of the school, to be duly executed by all the parties interested.

Besides cases thus arising out of the explanations which you are requested to make during your visits to each school, applications for the apprenticeship of pupil-teachers and stipendiary monitors may also be made to the Committee of Council by the managers of other schools, many of which may not have previously been under inspection. When the preliminary inquiries are completed, my Lords will, from time to time, transmit such applications to you, and will authorize you, if necessary, temporarily to withdraw from the route of inspection which you would otherwise have pursued. You will then make arrangements to visit each of these schools, and to report upon it in reference to the application for apprentices, and will afterwards resume your tour of inspection.

In all such cases, it is desirable that you should give ten days' notice to the school managers, requesting their attendance and that of the parents of the most proficient and deserving scholars. You will be furnished with forms for this purpose.

In those cases in which the schools have not been erected with aid from the Parliamentary grants, it will be necessary that you should examine and report upon the accuracy of the statements made by the applicants as to the condition of the school-buildings, and the tenure and trusts upon which the site is held.

Various subordinate questions have arisen as to the administration of the Parliamentary grant under the Minutes of August and December, 1846, and I am directed by the Lord President to furnish you with the following account of the course which is to be pursued, in accordance with the precedents established in this department.

1. *Tenure of School Buildings.*

In the appropriation of grants for the *erection of school buildings*, attention has been paid to the tenure of the site and to the structure of the school deed, especially in everything that could affect the permanency and good management of the trust. The majority of schools erected with aid from the public funds are secured by valid conveyances, and in a great number of them clauses are inserted providing for the management of the school, and defining the powers and duties of those to whom it is confided.

The objects sought to be secured are—1. Permanency; 2. Efficient management.

Many applications for aid under the recent Minutes have, however, already been received from schools not erected with aid from the Government. These applications include the following classes of schools:—

1. Schools erected by landed proprietors and held as private property, but practically devoted to education, with a prospect of permanency.

2. Schools held in buildings which, though not erected for spiritual uses, stand upon sites conveyed on trusts for Divine worship.
3. Schools held in deserted chapels or oratories, or other ecclesiastical buildings erected on consecrated ground, and which cannot, therefore, be conveyed for the purposes of education alone.
4. Schools held in buildings, either on a tenancy from year to year, or on a very short lease in which no trusts are declared, or merely in a room temporarily hired.
5. Schools held in rooms under churches or chapels, and forming part of the fabric of such buildings.
6. Schools held on conveyances which contain powers of sale or mortgage, or authorize the application of the building to purposes not educational.
7. Endowed schools, of which no deed or terrier exists, but which are managed by reputed trustees, appointing their successors.

The Committee of Council will, in all such cases, require the following preliminary conditions:—

1. That the schoolrooms be of sufficient size and height, well ventilated, warmed, and supplied with school furniture, apparatus, and books.

2. That the schoolroom be not liable to any uses likely to interfere with or disturb its occupation during the ordinary hours of schoolkeeping, or to occasion a sudden termination of its employment for education.

3. That the proprietor, trustees, or managers of the schools sign an agreement, that, if the schoolroom cannot by reason of the nature of the trusts of the deed or otherwise continue to be appropriated to the education of the poor during the apprenticeship of the pupil-teacher, the amount of the stipends of the apprentices, and gratuities to the teachers, shall be repaid on the occurrence of every such interruption.

These preliminary conditions will apply to all these cases; and in certain of them it may be necessary to require the following special conditions:—

1. Where schools are built on sites held in trust for Divine worship, the trustees must enter into an agreement or bond that, where the trusts of the deed do not interfere to prevent it, the building shall be open from half-past eight o'clock in the morning to half-past five o'clock in the evening of five days at least in the week, and half of another day, if need be, for the instruction of the children of the poor, without any interruption whatsoever.

2. Where schools are held in deserted chapels or oratories, or other ecclesiastical buildings erected on consecrated ground, the

consent of the bishop must be obtained to the appropriation of the building to the education of the poor.

3. Their Lordships would refuse to award any grants to schools held in rooms on the precarious tenure of a yearly occupation or a short lease, with the contingencies arising from the powers of distress and re-entry for rent. Such cases present the complication of an inability to provide a permanent fabric, with the burthen of an annual rent on resources confessedly inadequate. It is obviously politic to place every encouragement on the side of efforts to provide that best form of endowment, substantial and convenient buildings, and to avoid the often fatal embarrassment of an annual demand for rent from inadequate funds. If, therefore, the payment of rent were superadded to the want of permanency of tenure, that burthen has such a tendency to increase the insecurity and diminish the efficiency of the school, that it would form a fatal objection to assistance under the recent Minutes.

4. Where schools are held in rooms under churches or chapels, the difficulty of distinguishing between ecclesiastical or other spiritual and purely educational uses must be greatly augmented. Their Lordships have refused to make school-building grants in such cases, and the necessity of maintaining a wide distinction between grants for education and grants for the maintenance of religion requires, that no aid should be given to schools held in such rooms.

5. Where schools have been erected by landed proprietors and are held as private property, or, where otherwise erected, are held on conveyances which contain powers of sale or mortgage, or authorize the application of the building to purposes not educational, and in endowed schools, it may be sufficient to require an agreement from the proprietor, trustees, or managers, that if the schoolrooms cannot, by reason of the nature of the trusts of the deed or otherwise, continue to be appropriated to the education of the poor during the apprenticeship of the pupil-teacher, the amount of the stipends for the apprenticeship and gratuities to the teachers shall be repaid on the occurrence of every such interruption.

When an augmentation of salary is granted to the master or mistress, the use of the schoolroom and dwelling-house free from rent for five years, or during the longer continuance of the augmentation, must be secured by an agreement if not otherwise guaranteed.

Tenure of Master's or Mistress's House.

One of the conditions on which their Lordships have agreed to provide an augmentation of salary to a master or mistress who has, upon examination, obtained their certificate, is, "that the trustees and managers of the school shall provide the master with a house rent free."

The greater part of the school-buildings erected with aid from the Parliamentary grant probably comprise convenient residences for the teachers; but the majority of those not so erected are without masters' houses. Inquiries have therefore been made whether their Lordships would be satisfied, if, in addition to the salary required to be provided, the trustees and managers were to supply the master with a convenient house, rent free, though it might not be the property of the trustees.

The objections to this arrangement are, that its acceptance may interfere with the erection of suitable dwellings for the teachers; that the hired house will probably not be so conveniently situated as one built expressly for the purpose; and that the rent of this house forms an annual burthen on the school, which would not exist if a proper building were erected.

Notwithstanding these objections, their Lordships are unwilling to refuse to admit this mode of fulfilling the condition of their grants in the augmentation of teachers' salaries, as a temporary arrangement, but they will promote the erection of teachers' houses by building-grants, and will hereafter withdraw this provisional regulation.

The minimum of accommodation to be provided should be a parlour, kitchen, scullery, and two bedrooms; but in school-building grants their Lordships will require that three bedrooms be provided.

Certain other regulations, relating to the parochial teachers of Scotland, may be more conveniently set forth in a subsequent part of this letter.

3. *Inspection.*

All schools aided with grants towards their erection, enlargement, or towards the supply of school furniture, have, either by a clause in the conveyance, or by an indorsement thereon, or by a memorial under the provisions of the 7th and 8th Vict., cap. 37, secured to the Committee of Council the power of visiting and examining the school by means of their inspectors.

Where schools receive aid towards their annual expenses only, the trustees and managers will be required to sign an agreement that so long as this aid is continued, or the apprenticeship of any pupil-teacher or stipendiary monitor is unexpired, the school shall be open to the visits of Her Majesty's inspectors.

4. *Pupil Teachers and Stipendiary Monitors.*

Several inquiries have been made as to the interpretation of their Lordships' Minutes in certain particulars.

A. Under the qualifications of candidates, it is stated that they must not be liable to any bodily infirmity likely to impair their usefulness as pupil-teachers.

Their Lordships have decided that the following interpretation is

to be put upon this condition:—A constitutional infirmity, such as scrofula, fits, asthma, deafness, great imperfections of the sight or voice, the loss of an eye from constitutional disease, or the loss of an arm or leg, or the permanent disability of either arm or leg, curvature of the spine, or a hereditary tendency to insanity, are to be regarded as positive disqualifications.

B. In some rural and small village schools, a master competent to conduct the instruction is assisted by a woman, fit only to superintend sewing and knitting and to preserve order. The managers of such schools have inquired whether, seeing that the woman is incompetent to give the intellectual instruction required, girls may be apprenticed as pupil-teachers or stipendiary monitors to the master, on condition that they receive instruction in sewing and knitting from the woman? Upon a mature consideration of this question, their Lordships are of opinion that such apprenticeship is inadmissible.

C. Inquiries have also been made as to the maximum age at which their Lordships would permit an apprenticeship to commence. Such inquiries have a two-fold relation.

1st. Their Lordships have reserved to themselves the power to reward superior merit by shortening the term of apprenticeship. It is therefore asked, whether a scholar above the age of 13 may, if qualified to pass an examination of the first, second, or third year of the apprenticeship, be admitted at once to the emoluments of those years, with a shorter term of apprenticeship.

Their Lordships are of opinion that it is very improbable that any candidate, not trained in an elementary school as an apprentice, would be able to pass any examination with technical accuracy beyond that of the second year, and that candidates under the age of 16 might be admitted to the emoluments of the first or second year of the apprenticeship, if they passed the requisite examination.

2ndly. The other relation of these inquiries is, whether a scholar, qualified to pass only the examination of a candidate, may be admitted as an apprentice after the age of 13?

In the cases of scholars giving evidence of high intellectual and moral qualifications, but whose education may have been accidentally interrupted, their Lordships might admit such candidates to apprenticeship until the age of 16; but if the want of due proficiency before that age must be regarded as a sign, either of the incapacity of the scholar, or of the inefficiency of the teacher, the inspector ought to refuse to admit the candidate.

5. *Augmentation of Teachers' Stipends who have obtained Certificates.*

Among the conditions of such augmentations, their Lordships require that a further salary be provided equal to twice the amount of their grant.

A. Inquiry has been made whether, provided the trustees or

managers guarantee the payment of the requisite stipend, they are at liberty to include a part or the whole of the school-pence as a means of reimbursing themselves for any portion of this outlay?

Their Lordships will allow the school-pence to be taken into account, to the extent of one-half the salary which must be paid the teacher as a condition of their Lordships' grants. Thus, as a condition of the payment by the Committee of Council of an augmentation of salary amounting to 15*l.*, the managers must provide the teacher with a salary of 30*l.*, and their Lordships will require that at least 15*l.* of this salary shall be derived from subscriptions, donations, or collections, either local or from a general subscription fund.

Their Lordships will, however, be disposed to receive and consider a special report in favour of any self-supporting school which may appear to merit admission as an exception to this rule.

The masters of parochial schools in Scotland are by law secured a minimum stipend, amounting to about 25*l.* This salary may be augmented to about 28*l.* or 34*l.* by assessment, which the heritors are required by law, under certain circumstances, to raise. It may also be raised by the school-pence of the scholars, by voluntary subscriptions, or, which is equivalent, by voluntary assessment.

The Committee of Council are of opinion, that, in as far as the stipend required by law is not discretionary but compulsory, it cannot be taken into account in fulfilment of their Lordships' grants in augmentation of the salaries of teachers who obtain certificates, but that if the heritors or others, in the exercise of their discretion, raise the stipend above the minimum required by law in the case of each parish, the excess of the assessment beyond that minimum may be accepted in fulfilment of the conditions of their Lordships' grants.

If therefore the master of a parochial school, upon examination, obtain one of their Lordships' certificates, the first condition of their grants would be fulfilled, if the following contributions to his salary were made:—

	£.	£.
For the augmentation of	15, and for that of	20
The minimum stipend required by law .	25 or upwards.	25 or upwards.
A further contribution by assessment or subscription, and also whatever might be required to raise the school-fees to 15*l.* in one case, and to 20*l.* in the other.	15	20
From school-fees might be derived . .	15	20
	£70	£85

Salaries of 70*l.* or 85*l.* would therefore be secured to parochial schoolmasters in Scotland, who obtained certificates of the third or lowest degree of merit.

It is to be hoped that the lower of these two stipends would enable parishes in the Highlands and Islands to secure the services of a master who had obtained this certificate.

If certificates of the first and second degree of merit were obtained, the master's salary would undergo a proportionate increase. This stipend might rise to 100*l.* for the second degree, and to 115*l.* for the first degree of merit, but the examinations for such certificates would secure a high order of attainment, character, and skill.

In the Lowlands of Scotland, the school-pence would sometimes considerably exceed the sum required as a condition of the grant in augmentation. These salaries would therefore in the Lowlands probably range from 90*l.* as the minimum stipend of a master holding a certificate of the third degree of merit, to 150*l.* or upwards as the stipend of a parochial teacher who had obtained a certificate of the first degree of merit.

The assistance thus granted to promote the efficiency of the parochial schools of Scotland is such as to induce their Lordships to give some additional force to those conditions of permanency previously indicated. The heritors will be required to secure for five years at least the augmented assessment or contribution to be made by them as a condition of the augmentation.

Their Lordships will not be satisfied with the minimum accommodation to be by law provided in the teacher's house. They will require that the house shall consist of at least four rooms, each containing 140 square feet of area, or, when the legal provision alone has been made, they will accept as a temporary arrangement, until the house can be enlarged, an annual contribution of 6*l.* in addition to the accommodation otherwise required.

In certain parishes the heritors' stipend is legally divided by them among two or more schools, but they are not required to provide more than one teacher's house. Their Lordships will accept, as a temporary arrangement, a contribution of 10*l.* in every such case, instead of a house and garden, when they have not been provided, and will also expect that, in addition to the stipend legally allotted to the school, the heritors shall secure to the master for five years a further salary, equal at least to twice the amount of their Lordships' grant in augmentation. One-half of this further salary may be derived from school-fees.

It has been represented to their Lordships, that the parochial schoolmasters in Scotland have very generally the adjunct offices of session clerk, heritors' clerk, collectors of parochial assessments, or inspectors of the poor. The average value of these offices to each schoolmaster throughout Scotland is supposed to be not less than 10*l.*, but to many of them it is much more. For example, to the schoolmasters of Ayrshire, Mr. Gordon reports that it amounts to 20*l.*; and, in particular cases, a much larger augmentation of stipend is derived from these sources. The Committee of Council have therefore been called upon to determine whether masters receiving the augmentation offered by their Lordships to those who have obtained their certificates should be allowed to retain any of these offices. This augmentation removes all plea for retaining

such offices on the ground of an insufficiency of income, and increases the cogency of the reasons for requiring that every precaution should be adopted to secure that the schoolmaster shall devote his whole time and energies to his school duties, especially as those duties will now be extended to the education of pupil-teachers during one hour and a half daily before or after the usual school-hours.

The office of session clerk is connected with the keeping of the records of the session, and it has been customary and is convenient that these documents should be deposited in the house of the schoolmaster. Their Lordships are informed that the duties of session clerk occupy no part of the usual hours of school-keeping, and that, in the great majority of parishes, they require little time for their due performance. On these grounds, my Lords are disposed to make an exception in favour of the retention of the office of session clerk, grounded on usage, convenience, and compatibility with the primary duties of the parochial schoolmaster.

In parishes containing less than 400 inhabitants the duties of heritors' clerk would occupy little time; and as in small parishes the difficulty of finding a competent person to discharge this duty might be great, their Lordships will not, in such cases, object to the holding of this office by schoolmasters.

But they consider it necessary to declare that the other offices enumerated above are not to be retained by any schoolmasters to whom they may award an augmentation of salary, or an annual gratuity for the training of pupil-teachers, and that the office of heritors' clerk is not to be held by them in any parish containing more than 400 inhabitants.

Endowments.—When the funds of a school are wholly or partially derived from endowment, and the master has obtained their Lordships' certificate, inquiry has been made to what extent these funds may be taken into account in the fulfilment of the conditions of an augmentation of salary.

Their Lordships are of opinion that it is not expedient to take into account, either in England and Wales or in Scotland, any local or general permanent endowment. With respect to those schools in Scotland which may derive endowment from the Dick bequest and from Mylne's charity, this rule has a relation which deserves particular notice, on account of the extensive influence of these mortifications. Schools so aided must, in order to fulfil the conditions of their Lordships' grants in augmentation of salaries, be provided with a house for the master of the extent before mentioned, or an equivalent money contribution, and a further salary equal at least to twice the amount of their Lordships' grant, without taking into account either the heritor's minimum legal stipend, or the endowment granted from the mortification.

6. *The Examination of Teachers who have left Normal Schools without Certificates, and of Masters who have not been trained in Normal Schools.*

Their Lordships having declared that they are ready to admit the above-mentioned classes of teachers to an examination as candidates for their certificates, numerous inquiries have been addressed to this office respecting the practical arrangements by which it is intended to provide for these examinations, and the regulations by which they will be conducted. The first of these two questions may be conveniently answered in this place, and some general indication may be given as to the principles on which their Lordships' regulations respecting the examination will be framed.

The final settlement of the regulations relative to such examinations will, however, be postponed until their Lordships have further knowledge, derived from experience, of the present standard and scope of the acquirements of the most efficient masters of elementary schools. Their Lordships would be unwilling that their regulations should contain requirements below what is necessary for the establishment of an efficient system of elementary instruction, but they are prepared, during a certain period of transition, to leave these regulations in some degree indefinite, lest they should deter the existing class of schoolmasters from the necessary efforts for self-improvement.

Such masters as have left normal schools may be conveniently assembled at the annual inspection of the training school in which they were educated, and may be then examined in common with the students who may be candidates for certificates. Such examinations will in future generally be conducted by two of Her Majesty's Inspectors, selected for that purpose by the Committee of Council, without reference to the district in which the training school may be situated. The masters who have left the school will be expected to give evidence of a high degree of practical skill in teaching, and of a riper knowledge of discipline, organization, and method; and evidence will be required of attainments closely similar in degree to those of the students of the training school.

The examination of teachers who have not been trained in normal schools will be conducted in the following manner. Whenever their Lordships have, either from direct applications or from the reports of their Inspectors, information, that in any district a sufficient number of teachers are desirous to become candidates for certificates, they will appoint some central place convenient for the purpose, and in which proper rooms and a suitable school may be available for examination. Due notice of the time, place, and regulations of the examination, will then be issued to all candidates, and such other public notice will be given as may appear expedient.

The examination will be conducted by two of Her Majesty's

Inspectors, on the following principles. A series of subjects will be selected for each class of certificates, the limits of examination in which will be hereafter defined in their Lordships' regulations. These subjects will be divided into sections, and every candidate will be expected to profess a certain number of the subjects in each section, and his examination will be conducted in the subjects thus selected by him. Each candidate will also be required to conduct the instruction of a class in the presence of the Inspector. On the results of this examination a report will be presented by the Inspectors, together with the examination papers, to their Lordships, who will determine in which cases certificates may be granted. In all cases testimonials of character will be required from the managers of the schools; and the award of any augmentation of salary to the candidate will be contingent on the fulfilment of the remaining conditions of such grants, and, in particular, of that which requires that the "Inspector report that his school is efficient in its organization, discipline, and instruction."

A sufficient general indication of the subjects to which the examination is to extend may be derived from those in which the pupil-teachers to be educated by such masters will be examined, in the last year of their apprenticeship.

Besides the examination in religious instruction, which is in England confined to Church-of-England schools, the pupil-teachers will, at the close of the fifth year of their apprenticeship, have been examined—

In English Grammar and Composition.

In General Geography, the use of the Globes, and in the Geography of the British Empire and Europe, as connected with the outlines of English History.

In English History.

In Decimal Arithmetic and the higher rules of Mental Arithmetic.

In Book-keeping.

In the Elements of Mechanics.

In Mensuration.

In the Elements of Land Surveying and Levelling.

In the Rudiments of Algebra.

In the Composition of the Notes of a Lesson; of an Account of the Organization of the School and the Methods of Instruction used; and of an Essay on some Subject connected with the Art of Teaching.

In their skill in the Management of any Class under Instruction, and in their ability to give a Gallery Lesson.

Probably also in Vocal Music and in Drawing from Models.

Such being the subjects in which the pupil-teachers will have been examined before the close of their apprenticeship, no master ought to obtain their Lordships' third or lowest certificate who is not prepared to show an accurate knowledge or skill in all these

departments, and in such others as may appear, in England or in Scotland, required by the present state of the parochial and other schools.

The examination papers on each of these subjects must, of course, exhibit a higher range of acquirement and greater accuracy and facility than those to be required from Queen's scholars.

The regulations as to character and religious knowledge will be strictly consistent with those by which the certificate of pupil-teachers is to be determined in the different classes of schools, and the terms of the Supplementary Minute of the 10th of July, 1847, are to be borne in mind with respect to the class of schools referred to in that Minute.

I have the honour to be,

Sir,

Your obedient Servant,

J. P. KAY SHUTTLEWORTH.

To

Her Majesty's Inspector of Schools,
in the District of

Letter from the Right Honourable Sir George Grey, Bart., to the Lord President of the Council.

MY LORD, Whitehall, 18th November, 1846.

I AM desirous of bringing under your Lordship's notice the subject of the appropriation of sums granted by Parliament towards defraying the expenses of salaries of schoolmasters and schoolmistresses for the children of the destitute in the Poor-Law Unions in England and Wales. A sum was granted by Parliament for this purpose for the half-year ending 31st March, 1847, and it may be anticipated that grants will be made with the same object in future years. I am aware, from the communications which have taken place between your Lordship and myself on this subject, that you entirely concur in the importance of rendering the application of such grants conducive to the increased efficiency of workhouse schools; and I think that this object may be very materially promoted by the assistance of the Committee of Council on Education. I enclose to your Lordship a paper addressed to me by Mr. Kay Shuttleworth, containing some valuable suggestions on this subject; and I would request that this paper may be submitted for the consideration of the Committee of Council, with a view to the adoption of such measures as, upon consideration, shall appear best calculated to improve the character of the instruction given in the workhouse schools. I entirely agree in the opinion expressed by Mr. Kay Shuttleworth, that the inspection of these schools cannot properly be discharged amidst the other urgent claims on the time and attention of Assistant Poor-Law Commissioners; and I think it is very desirable that this duty should

be confided to persons of knowledge and experience, whose time could be devoted to it, and who should be selected for the office by the Committee of Council. The establishment of a normal school, for the training of masters for workhouse schools, is another point of the utmost importance. The establishment of a school of this character, for training masters for prison schools, is also under my consideration; and although it is essential that the two classes of children should be kept totally separate, the qualifications of the instructors would be the same; and it would probably tend to the efficiency, as well as the economy of the arrangement, if the two objects were to be combined, and one good normal school established for training masters for both purposes. If your Lordship should concur in this opinion, I would propose that the requisite steps should be taken, under the direction of the Committee of Council, and with the sanction of the Lords Commissioners of the Treasury, for the formation of such schools. The choice of a site, and the details of the arrangements, may best be considered when the subject comes before the Committee.

I have, &c.

The Lord President of the Council, &c. &c. &c. (Signed) G. GREY.

Paper on the Administration of the Grant of 30,000*l. for the Salaries of the Schoolmasters and Schoolmistresses of Workhouses, prepared at the request of the Right Honourable Sir George Grey, Bart., Principal Secretary of State for the Home Department.*

SIR, Privy Council Office, August 5, 1846.

THE ignorant and demoralized children who, before the passing of the Poor-Law Amendment Act, were reared in workhouses, were disposed of by a system of compulsory apprenticeship, burdensome to the ratepayer and fatal to the child.

That system has been abolished, and the system of pauper apprenticeship has been rendered subject to regulations which give the Commissioners power to prevent abuses, and which practically restrain it within narrow limits.

But the training of pauper children in workhouses has hitherto, with rare exceptions, been left to the regulation of the Boards of Guardians, and is consequently generally low in its aims and meagre in its outline. The schools are wretchedly supplied with books and apparatus. The schoolmasters have often been dependent on parochial relief, and are generally ignorant and unskilled.

The pauper child, however, now depends on the physical, the moral, and mental vigour he may acquire in the school for the means of pushing his way in life so as to acquire independence.

Since the aid of apprenticeship has been practically denied him, because of its abuses, a sound practical education is indispensable.

To overlook this consequence of the preceding steps of legislation would be to betray a want of confidence in those moral agencies which the authors of the Poor-Law Amendment Act have been accustomed to plead as the true means of elevating the poor.

The reformation of the school of the pauper child is a consequence of the restraints on apprenticeship, and to overlook this improvement will encumber the workhouses with vicious youths, reared in ignorance and idleness, to be a burthen to the country either in its workhouses or its gaols.

In the estimates of the Poor Law Commissioners for the year 1846-7, 30,000*l.* were voted for the salaries of the schoolmasters of workhouses.

When Sir Robert Peel laid this arrangement before the House of Commons, he proposed that the appointment of schoolmasters of workhouses should remain in the Boards of Guardians, subject, I apprehend, to the approval of the Poor Law Commissioners.

As, however, the responsibility for the due application of the parliamentary grant of 30,000*l.* will rest upon the Secretary of State for the Home Department, it would appear expedient that he should require the inspection of these schools; certain qualifications in candidates for the office; and should retain the power of dismissal.

This was, I conceive, the general outline of Sir Robert Peel's plan for the application of this parliamentary grant.

I propose to examine this plan in detail, and to offer some suggestions with the view of rendering this application of the public money as useful as possible.

Before proceeding to do so, I beg to remind you that the legislature has sanctioned the plan of establishing *District Schools* for the training of pauper children.

This plan has hitherto been rendered inoperative by two restrictive clauses.

The first of these clauses was intended to confine the formation of districts of unions for pauper schools to towns, or very populous localities.

The second of these clauses, by limiting the outlay on the building to a certain proportion of the assessment, has prevented the erection of a single district school.

The grant of 30,000*l.* will not necessarily interfere with the fulfilment of this design when these restrictions are removed, and it may, in the mean time, introduce progressive improvements into the existing schools, and raise the tone of feeling in the Boards of Guardians.

I am still of opinion that the workhouse is an improper place for the training of children, and that, when the Boards of Guardians have acquired a more enlightened sense of their responsibilities and interests, in employing education as a means of counteracting the evils of pauperism, they will desire to be enabled to establish district schools.

With these impressions I proceed to submit some suggestions on the following topics:—

I. The adequacy of the salary of the schoolmasters and mistresses available from this grant.
II. Whether any and what conditions may properly be required from the Boards of Guardians in consideration of the grant of the salary.
III. The mode of appointment and qualifications to be required.
IV. The officers by whom the school is to be examined, and the nature of the inspection.
V. The mode of dismissal.

I. The adequacy of the salary of the schoolmaster and mistress available from this grant.

There are 600 unions in England and Wales, and at least 700 workhouse-schools.

The proposed annual grant of 30,000*l.* would therefore provide a sum of less than 45*l.* per annum to be divided between the master and mistress of each workhouse-school, probably in the proportions of 30*l.* to the master, and 15*l.* to the mistress.

The question of the adequacy of this salary necessarily involves an inquiry into the condition of the schoolmaster in a workhouse.

His position is peculiar.

An efficient schoolmaster is generally a much better informed man than the master of a workhouse, and of superior manners and habits, yet he is subordinate in position, has inferior rooms, enjoys fewer privileges, and is subject to much more interference.

Hitherto he has been so frequently liable to the caprices of a vulgar master, that few properly trained schoolmasters have remained in the workhouses. I append a note from Mr. Stow of Glasgow, enclosing a letter from one of the young men trained in the Glasgow normal school, showing the impression produced by such circumstances on the mind of a trained schoolmaster.

Before, therefore, attempting to determine the adequacy of the salary, it is necessary to ascertain whether it is to be accompanied by any regulations, defining more accurately than heretofore the position of a schoolmaster in a workhouse, and providing more effectually for his comfort and efficiency.

Such regulations, I would suggest, should clearly define that the schoolmaster should not be subject to any other interference than that of the school committee and chaplain, as respects the instructions and training of the children in the school and playground.

Nor, if he were enabled by the aid of school apprentices to take charge of the children in the dining-hall and dormitory, should they then be removed from his control.

General school regulations should be carefully framed for his guidance, and he should be required to keep simple registers.

The punishment of the children should be defined by precise rules, restraining all excess, and encouraging a mild and rational discipline.

The schoolmaster should be exempted from any other class of duties in the workhouse, such as acting as clerk to the master, superintending adult pauper labour, and the performance of other household duties, which have not unfrequently been imposed by either the Boards of Guardians or masters.

He should have a comfortable private sitting-room and bedroom, and should be permitted to take his meals alone.

Daily hours of recreation should be allotted to him, and he should annually be permitted a period of absence to visit his friends.

Such arrangements are indispensable for the health of all men, but are peculiarly needed in a life of such obscure and monotonous toil as that of the master of a school of pauper children in a workhouse, separated from all the common associations of life.

To render such a position tolerable to a well-trained master, his school should be properly fitted up with desks and benches, and be supplied with black boards, maps, and other simple apparatus of education, as well as with a good store of lesson-books.

In rural workhouses, also, garden allotments should be provided close to the workhouse, for the exercise and instruction of the children.

With such arrangements for securing his comfort and efficiency, 35*l.* for the master, and 20*l.* for the mistress, with comfortable apartments and liberal board, are the lowest stipends which would secure the services of well-trained teachers for the schools of a *rural* workhouse.

Such salaries are obviously inadequate for the masters and mistresses of schools in the larger workhouses of towns, or for unions in populous districts including towns.

My impression therefore is, that the estimate ought to have been raised to a salary of 40*l.* on the average for the master, and 25*l.* for the mistress, or to 45,500*l.*, and that the apartments of the master and mistress, their board, their duties and authority in the workhouse, should be defined by regulations, so

as to render the position one which would attract and retain the services of efficient officers.

The position of the schoolmaster in a workhouse is, however, so peculiar, that I am doubtful whether respectable and skilful men can be induced to undertake these duties for such salaries, if they are trained with the hope of having charge of parochial schools.

The desire to possess a home, in which to settle for life, and to enjoy the familiar associations of neighbourhood and friends, and the freedom during many hours of every day from the restraints of discipline incident to a public establishment like a workhouse, will more than compensate for a lower and more uncertain income.

I should therefore urge on your attention the great importance of immediately connecting with some great and efficient school, like Norwood, a normal school for the training of masters for workhouse schools, in which they should be prepared for their peculiar position, and, in return for their training, enter into engagements of service in workhouse schools for a certain period.

If such an establishment provided fifty trained masters annually, and the average duration of their service in a workhouse (having a regard to all casualties) were twelve years, these establishments would, ere long, be supplied with a class of efficient masters.

Three thousand five hundred pounds per annum would probably provide for the expense of such an establishment

If the Government made these arrangements for the increased efficiency of the workhouse-schools, they might require—

II. Certain conditions from the Board of Guardians in consideration of the expenditure on the training of the teachers, and on the salary, the chief of which I have already suggested, and which I now recapitulate, viz.—

A. Regulations defining the teacher's duties, position, board, and the size and furniture of his apartments.

B. Regulations respecting the supply of school fittings, apparatus, and books, and gardens for the children.

C. Regulations as to the hours of recreation and the vacation of the teacher.

D. And also that the Board of Guardians should, when called upon by the inspector, apprentice one or more of the most proficient and skilful monitors as assistants to the master, and provide them with a small stipend for their services.

I proceed therefore to consider—

III. The mode of appointment, and qualifications to be required.

To lead the Boards of Guardians to a more faithful and intelligent course of action will require a cautious and patient administration. I do not contemplate in the first instance attempting by direct interference to produce *a great and extensive change*, but to attempt, by advice and assistance, to procure the assent of the Boards of Guardians to *progressive improvements*.

The progress of this gradual reformation will mainly depend on the supply of schoolmasters from a well-conducted normal school.

At the commencement of the administration of the new grant the majority of the masters will probably be found inefficient.

It is important that their inefficiency should be made apparent to the Board of Guardians, by the reasonableness of the objects proposed in the examination, and by the mode in which it is conducted.

It may be questionable whether, when a certificate of competency cannot be granted to the schoolmaster, the salary should at present be withheld, except in extreme cases.

I would rather suggest that the salaries should be divided into three or four classes, and that the *minimum salary* should be given in those cases in which the lowest certificate is awarded, but where it may not be expedient at present that the master should be dismissed. Certificates might be granted—

1. Of Permission.
2. Of Probation.
3. Of Competency.
4. Of Efficiency.

To determine each certificate it may be expedient to fix a certain standard of qualifications and mode of examination.

Written examinations, especially for the lower classes of certificates, are most useful, as they are a permanent and demonstrable record of the results, and they give the candidate the opportunity to make a deliberate effort.

For the certificate of *Permission* it might be required—

1. That the master or mistress should be able to read fluently.
2. To write correctly a few simple sentences, read aloud from the Testament.
3. To write from dictation sums in the first four simple rules of arithmetic, and to work them correctly.
4. To answer verbally a few simple questions respecting the life of our Saviour.

For the certificate of *Probation* the requirements might be raised to the following standard:—

1. The master or mistress should be able to read fluently
2. To write from memory an abstract of a simple narrative, in a neat hand, and without errors.

3. To write from dictation sums in the first four simple and compound rules of arithmetic, and to work them correctly.
4. To answer correctly, in writing, a few simple questions on the life of our Saviour and his disciples.
5. To examine a class on a reading lesson as to the meaning of words and sentences, and as to the remembrance of the matter of the lesson.

To obtain a certificate of *Competency*—

1. The master or mistress should be able to describe in writing the organization of his school; explaining the methods of instruction and discipline which he employs, and the course of instruction communicated by him.
2. He should write from dictation, and work any sum with correctness in the arithmetic of whole numbers, including simple interest.
3. He should parse and explain the construction of English prose narrative.
4. He should answer in writing a few questions in geography, especially in that of the United Kingdom and the English colonies.
5. He should give replies to a series of questions on the Scripture narrative, and the geography of Palestine.
6. He should conduct a class, in the presence of the Inspector, in such lessons as might be required.

To obtain a certificate of *Efficiency*, the master should give evidence of sound attainments in biblical knowledge, English grammar, composition, etymology, decimal arithmetic, geography (especially of the British empire and of Palestine), the outlines of English history, and in the theory and art of organizing and managing a school.

In determining the certificate to be awarded to the master or mistress, skill in some handicraft or other industrial occupation and zeal in the instruction of the scholars should be taken into account, even as a compensation for some deficiency in elementary acquirements.

The amount of salary to be apportioned to each master would be determined by his certificate.

The minimum salary would be awarded to a master holding a certificate of *Permission;* a somewhat higher remuneration to a master obtaining a certificate of *Probation;* an average salary to a master declared *competent;* and the highest to the class of masters declared to be *efficient.*

By these means each Board of Guardians would be enabled to discriminate the qualifications of its master, and to appre-

ciate the advantage of procuring the services of a master deserving a higher rate of reward.

On the other hand, the inconvenience and discord attendant on the peremptory removal of masters contrary to the convictions of a Board of Guardians would be avoided.

The administration would have a tendency to progressive improvement, corresponding with the growth of more correct views of the tendencies of education in the minds of the Guardians.

Until the normal school had been in operation for a certain period, the means of procuring more eligible schoolmasters would be slender, and the abrupt dismissal of the present class of masters might leave the pauper children without instruction in many workhouses. But if such dismissal be for the present confined to *extreme cases* (to the removal of immoral and extremely ignorant men, and of men who have been habitual paupers), the scale of certificates and salaries will operate as an incentive to exertion, even among the present masters; and will form a strong motive to the Board of Guardians to improve their schools.

The certificate should in each case set forth the nature of the examination, and give a detailed statement of its result, so that wherever presented it may convey an exact account of the qualifications of the master.

When the normal school was able to supply fifty schoolmasters in each year, trained with a special view to these situations, and bound to render a certain period of service, the vacancies would probably be supplied from this source.

These remarks introduce the question of—

IV. The officers by whom the school, the masters, and the candidates should be examined.

It is obvious that these duties and the inspection of the schools require a peculiar experience and knowledge, and that they could not properly be discharged amidst the other urgent claims of the service on the Assistant Poor-Law Commissioners. This will be even more apparent from a consideration of the extent of duty to be performed.

There are 600 Unions in England and Wales, and probably at least 700 workhouse schools.

The inspection of these schools, in order to be effectual, should be systematically conducted. Each class should be personally examined by the Inspector in all the subjects of its instruction, and each child in the simple elements of reading, writing, and arithmetic.

The state of the school organization, the apparatus and books, the discipline, and the methods of instruction require the survey of an experienced eye.

On all these subjects the results of the inspection should be

reported, and communicated through some central authority, in writing, to the Board of Guardians.

It may be expedient that the visit to each workhouse school should occur after ten days' notice, in order that the chairman, vice chairman, and school committee may be present with the chaplain during the examination, and that the necessary communications as to the state of the school may be made, in the first instance, personally to them by the Inspector.

The examination of the school, the personal communications with the chairman, vice-chairman, and school committee, and chaplain, would usually occupy at least one day, and, in some of the larger workhouses of towns, one day would be insufficient for an inspection of the schools. When one day was sufficient, the Inspector would still have to prepare his Report, either in the evening of the day, or on the Saturday, from his notes.

Supposing that the distance to be travelled from school to school interposed no serious obstacle to the visitation, these seven hundred schools could not be inspected more rapidly than at the rate of one school each day, during five days in the week, leaving Saturday for the collection of Reports, correspondence, &c If forty-two weeks were thus employed, and one month assigned to recreation, another month to the preparation of a General Report, and a fortnight to occasional visits to London, 210 such schools might be examined in the year. Probably not more than 200 would be so examined. The inspection of 700 workhouse-schools would therefore, with the utmost facilities for travelling, require the services of three officers and half the time of another. The estimate of the number of Inspectors required for this service is grounded simply on the business of an annual examination of each workhouse-school, on the necessary interviews with the school-committee and Board of Guardians, and the preparation of the Report.

If any other duties devolve on the Inspectors, such as the organization of great schools of industry, like those of Norwood, Manchester, Liverpool, and Sheffield, or of a normal school—and the annual examination of such establishments—such duties could not be performed without the addition of another officer, having experience in the administration of the Poor Laws, as well as the qualifications of an Inspector of Schools. Such an officer might reside in London, might have charge of a district of inspection of a somewhat smaller area—might assist in the organisation of the metropolitan district schools, and in the examination of the normal school, and be ready to visit any part of the country for similar duties.

V The dismissal of schoolmasters for incompetency or misconduct should be vested in the Poor Law Commissioners.

If the examination of workhouse-schools, and of candidates for these offices, were confided to the Inspectors of Schools, the

necessary communication with the Poor-Law Commissioners would be made through the office of the Committee of Council on Education; and with respect to the appointment and dismissal of schoolmasters, the Poor-Law Commissioners would receive the Reports of the Committee of Council on Education, who would award the certificates by which the salaries would be determined.

All communications to the Inspectors of Schools from the Poor-Law Commissioners would necessarily pass through the office of the Committee of Council on Education.

The schoolmaster should be amenable, as a part of the staff of the workhouse, in all respects, to the direct interference of the Poor-Law Commissioners; but in what related to school discipline and management, the Commissioners would seek information from the Committee of Council on Education.

I have, &c.

J. P. KAY SHUTTLEWORTH.

The Right Honourable
Sir George Grey, Bart., M.P.,
Principal Secretary of State for the Home Department.

Brief Practical Suggestions on the Mode of Organizing and Conducting Day-Schools of Industry, Model Farm-Schools, and Normal Schools, as part of a System of Education for the Coloured Races of the British Colonies.

SIR, Privy Council Office, Whitehall, January 6, 1847.

THE letter which, by the direction of Earl Grey, was transmitted to this office on the 30th of November, together with the despatches from Governors of the West Indian Colonies which accompanied it, have been under the consideration of the Lord President of the Council.

Under his Lordship's directions a short and simple account is now submitted of the mode in which the Committee of Council on Education consider that Industrial Schools for the coloured races may be conducted in the Colonies, so as to combine intellectual and industrial education, and to render the labour of the children available towards meeting some part of the expense of their education.

From this account will be purposely excluded any description of *the methods* of intellectual instruction, and all minute details of the organization of schools. Whatever suggestions respecting discipline may be offered will be condensed into brief hints, or confined to those general indications which are universally applicable.

It would be presumptuous to attempt to describe those varieties in discipline which might be suggested by a better knowledge of the peculiarities of a race which readily abandons itself to excitement, and perhaps needs amusements which would seem unsuitable for the peasantry of a civilized community.

While endeavouring to suggest the mode by which the labour of negro children may be mingled with instruction fitted to develop their intelligence, it would be advantageous to know more of the details of Colonial culture, and of the peculiarities of household life in this class, and thus to descend from the general description into a closer adaptation of the plans of the school to the wants of the coloured races. This, however, cannot now be attempted.

In describing the mode in which the instruction may be interwoven with the labour of the school, so as to render the connection as intimate as possible, it will however be necessary to repeat the illustrations in various forms, which may appear trivial. But this mutual dependence of the moral and physical training, of the intellectual and industrial teaching, and even of the religious education and the instruction of the scholars in the practical duties of life, requires a detailed illustration. Christian civilization comprehends this complex development of all the faculties, and the school of a semi-barbarous class should be established on the conviction that these several forms of training and instruction mutually assist each other.

Instead of setting forth this principle more fully, it is considered expedient to furnish numerous though brief practical details of its application, which may with local knowledge be easily expanded into a manual for schools of industry for the coloured races.

Even within the limits which will be assigned to the instruction of the children of these races in this paper, it may be conceived that, bearing in mind the present state of the negro population, and taking into account the means at present at the disposal of the Colonial legislatures in the different dependencies, a too sanguine view has been adopted of the amount of instruction which may be hoped to be imparted.

Certainly it is true that some time must elapse before the limits assigned in this paper to such instruction, even in the day-schools, can be reached; but less than what is described could not be regarded as a transforming agency, by which the negro could be led, within a generation, materially to improve his habits. If we would have him rest satisfied with the meagre subsistence and privation of comfort consequent on his habits of listless contentment with the almost spontaneous gifts of a tropical climate, a less efficient system may be adopted; but if the native labour of the West Indian Colonies is to be made generally available for the cultivation of the soil by a settled and industrious peasantry, no agent can be so surely depended upon as the influence of a system of combined intellectual and industrial instruction, carried to a higher degree of efficiency than any example which now exists in the Colonies.

Nor will a wise Colonial Government neglect any means

which affords even a remote prospect of gradually creating a native middle class among the negro population, and thus, ultimately, of completing the institutions of freedom, by rearing a body of men interested in the protection of property, and with intelligence enough to take part in that humbler machinery of local affairs which ministers to social order.

With these remarks, I proceed at once to enter on the practical suggestions which I am directed to offer.

The objects of education for the coloured races of the Colonial dependencies of Great Britain may be thus described:—

To inculcate the principles and promote the influences of Christianity, by such instruction as can be given in elementary schools.

To accustom the children of these races to habits of self-control and moral discipline.

To diffuse a grammatical knowledge of the English language, as the most important agent of civilization for the coloured population of the Colonies.

To make the school the means of improving the condition of the peasantry, by teaching them how health may be preserved by proper diet, cleanliness, ventilation, and clothing, and by the structure of their dwellings.

To give them a practical training in household economy, and in the cultivation of a cottage garden, as well as in those common handicrafts by which a labourer may improve his domestic comfort.

To communicate such a knowledge of writing and arithmetic, and of their application to his wants and duties, as may enable a peasant to economize his means, and give the small farmer the power to enter into calculations and agreements.

An improved agriculture is required in certain of the Colonies to replace the system of exhausting the virgin soils, and then leaving to natural influences alone the work of reparation. The education of the coloured races would not, therefore, be complete for the children of small farmers unless it included this object.

The lesson-books of Colonial schools should also teach the mutual interests of the mother-country and her dependencies, the rational basis of their connection, and the domestic and social duties of the coloured races.

These lesson-books should also simply set forth the relation of wages, capital, labour, and the influence of local and general government on personal security, independence, and order.

For the attainment of these objects, the following classes of institutions are required.

Day-schools of industry and model farm-schools.

A training-school for the instruction of the masters and mistresses of day-schools.

The order in which these institutions are enumerated is that in which they may be most conveniently described.

A day-school of industry might, in the tropical climates, with the exception of a moderate salary for the schoolmaster, be made self supporting. The school should be regarded as a large Christian family, assembled for mutual benefit, and conducted by a well-ordered domestic economy.

For this purpose, the children, having breakfasted, should be at school at a very early period after sunrise.

At this hour they should be assembled for morning prayer. The utmost reverence should pervade this religious exercise.

The work of the day would then commence. The scholars would have their dinner at the school, and in the evening would return to their homes immediately before sunset. The school would close, as it began, with prayer.

From sunrise until sunset their life would be under the training and instruction of the master and mistress of the school. Their labour would be principally devoted to the business of the household and of the school-garden. Their instruction would be such as would prepare them for the duties of their station in life.

To this end the school premises should comprise—

1. A house for the master and for the mistress.
2. A school-room for the boys, and another for the girls, each convertible into a dining-room.
3. A class-room for undisturbed religious instruction.
4. A large garden-plot, sufficient to provide garden-stuff for the dinners of the school during the whole year.
5. A tool-house and carpenter's shop.
6. A kitchen, store-room, larder, and scullery.
7. A wash-house and laundry.

The training of the scholars in industry and in cottage economy would, under these arrangements, be regarded as second only to their instruction from the Holy Scriptures, and their training in the duties of a religious life.

In a race emerging from barbarism, the training of children in obedience and cheerful industry, in mutual forbearance and good will, and in that respect for property and care to use the blessings of Providence without abusing them, for which a school of industry affords an opportunity closely resembling the training of children in a Christian family, would greatly promote the success of the religious instruction.

Immediately after prayers the master would divide the boys into working parties under the charge of apprenticed monitors or pupil-teachers. The schedule of the school routine would describe the duty of each party, and the time allotted to it.

The garden should be divided into two principal plots. The

school-plot should be cultivated by the whole school, in common, for the production of all those vegetables which would be required in considerable quantities for the school-kitchen.

These crops should be so adapted to the seasons as to afford a constant supply, either in store or to be daily gathered from the ground.

In the labour and practical instruction of the garden they would learn the theory and practice of its culture, and the use of the crops of the different seasons in supplying the wants of a family.

The scholars' plot should be divided into allotments proportioned to the strength of the scholars. The sense of personal interest and responsibility would here be developed, and the pupil would cultivate habits of self-reliance, neatness, and perseverance.

In the large school-plot the combination of individual efforts for a common object, and the advantages of order, method, harmony, and subordination, would be exemplified.

For the management of the garden two or three parties could therefore be detached, according to the work appropriated to the season.

The repairs of the tool-house and of the implements of gardening, as well as the fencing of the garden, would sometimes employ a party in the carpenter's shop.

In the Colonies in which the slave population has recently been emancipated, and in those very recently settled, it might also be desirable to have at hand, as a part of the school stock, a quantity of the rough material of which labourers' dwellings are constructed. With this material a cottage might be built on an improved plan, with a due regard to ventilation, to drainage, to the means provided for the escape of smoke, to the nature of the floor, the provision of rude but substantial furniture, and the most healthy bedding, together with the out-buildings required for domestic animals and the family.

Such a cottage, when built, might be again altered, enlarged, or pulled down and rebuilt, as a part of the industrial instruction, important in its civilizing influences.

The master would superintend, direct, and explain the garden operations.

While in the field or workshed, he would have an opportunity of improving the manners and habits of his scholars, not by the rigidity of a military discipline, exacting an enforced order, but by the cheerful acquiescence of a sense of duty and convenience arising from his patient superintendence. The harmony, industry, and skill of his scholars should be promoted by his vigilance, and encouraged by his example.

The garden operations of the month would form a subject of oral instruction in the school.

In these oral lessons would be explained the reasons for the succession of crops; for the breadth sown; or the nature of the manure selected; for the mode of managing the crop; and the uses to which it was to be devoted.

The accidents to which the crop is liable, and the means of providing against them, might even lead the teacher into a familiar account of the habits of various insects; their mode of propagation; the peculiarities of season which favour their development; and the mode of detecting and destroying them, before their ravages are extensively injurious or fatal to the crop.

Familiar lessons on the effects of night and day, of heat and light, of dew and rain, of drainage and irrigation, and the various kinds of manure, and of the succession of the seasons on vegetation, would not only inform the minds of the scholars, but give them a more intelligent interest in the common events of the natural world.

In the school also would be kept an account of the expenses incurred on the garden. To this end the reception of all articles on which outlay had been incurred—as, for example, tools, manure, wood, seeds, &c.—should be attended with some formality; and the boys should be practised in examining or weighing them, and entering them in the account. In like manner the garden produce should be weighed before delivered at the kitchen, and an account kept of the quantity gathered daily, and of its market value.

The objects of outlay and the results of labour should be brought into one balance-sheet, showing the profits of the garden at the close of the year.

As a preparation for this general account-keeping, each boy might also enter, in a subordinate account, the outlay and produce of his own allotment.

In both cases the amount of labour should be daily registered, and its value fixed, as an element to be ultimately entered in the balance-sheet.

Once or twice in the week the girls and boys would bring from home early in the morning a bundle of clothes to be washed at the school.

The wash-house should be fitted up with the utensils commonly found in the best labourers' cottages, or which, with frugality and industry, could be purchased by a field-workman; and the girls should be employed in successive parties in washing, drying, and ironing their clothes.

They should likewise bring from home clothes requiring to be mended, and cloth to be made into shirts and dresses for their families, and the mistress should teach them to cut it out and make it up, and to mend their clothes.

The employments of the girls would co-operate with those

of the boys as respects instruction in cottage economy, by the connection of the garden with the kitchen.

In the kitchen, the vegetables received from the garden would be prepared for cooking, and the girls would be instructed in the preparation of the cheap food which a labourer could afford to purchase, or could grow in his own garden.

For the sake of convenience and despatch, a large part of this cooking must be conducted in a wholesale manner for the school dinner, but, in order to give instruction in the preparation of a cottage meal, a separate dinner should daily be provided for the superintendents of working parties. This should be cooked with the utensils commonly found in cottages.

The employments of the girls should be accompanied by suitable instruction in the school. Thus an account should be kept of the clothes received from each scholar's family to be washed, and of their return to the boy or girl by whom they were brought.

The amount of garden-stuff and stores daily consumed in the school dinner should be entered, and the value estimated.

The purchase of utensils, stores, &c., should be recorded by the scholars.

Among the topics of oral instruction, cottage economy should be second only to religious instruction. The duties of a skilful housewife would be exemplified in the training in industry, but these practical arts should be accompanied with familiar lessons on the best mode of husbanding the means of the family, on the prices and comparative nutritious qualities of various articles of food; and on simple recipes for preparing them. Each girl should write in a book, to be taken with her from the school, the recipes of the cottage meals she had learned to prepare, and the familiar maxims of domestic economy which had been inculcated at school.

Such instruction might profitably extend to domestic and personal cleanliness, the management of children in infancy, and general rules as to the preservation of health.

On the subject of cottage economy, it would be well that a class-book should be prepared, containing at least the following heads:—

1. *Means of preserving Health.*

A. Cleanliness. B. Ventilation. C. Drainage. D. Clothing. E. Exercise. F. Management of children.

2. *Means of procuring Comfort.*

A. The cottage garden. B. The piggery. C. The cottage kitchen. D. The dairy. E. The market. F. Household maxims.

The various industrial employment of the scholars would

curtail the ordinary hours of school. Certainly, all that has been described might be accomplished, and at least two or three hours daily reserved for religious and other instruction.

The Holy Scriptures should be used only as a medium of religious teaching. They should not be employed as a horn-book, associated in the mind of the child with the drudgery of mastering the almost mechanical difficulty of learning to read, at an age when it cannot understand language too often left unexplained. On the contrary, the Holy Scriptures should only be put into the hands of those children who have learned to read with fluency.

To the younger children a short portion of the Scripture should be daily read, and made the subject of an oral lesson.

Those of riper age should be taught to receive and read the Scriptures with reverence.

The art of reading should be acquired from class-books appropriate to an industrial school. Besides the class-book for the more advanced scholars on cottage economy, the earlier reading lessons might contribute instruction adapted to the condition of a class emerging from slavery or barbarism.

The lessons on writing and arithmetic, as has been before observed, ought to be brought into daily practical use in the employment of the scholars. Nothing is learned so soon or retained so surely as knowledge the practical relation of which is perceived.

The scholars should *thus* be taught to write from dictation, as an exercise of memory, and of spelling and punctuation, as well as of writing.

They should be gradually trained in the composition of simple letters on the business of the school, the garden, or kitchen; and exercised in writing abstracts of oral lessons from memory. The power of writing on the actual events and business of their future lives would thus be acquired.

Within these limits the instruction of the coloured races, combined with a systematic training in industry, cannot fail to raise the population to a condition of improved comfort; but it will also give such habits of steady industry to a settled and thriving peasantry as may in time develop the elements of a native middle class. This would probably be a consequence of an education within these limits; but if this were accomplished, and time permitted further instruction, an acquaintance might be sought with the art of drawing plans, and those of land-surveying and levelling. Some instruction in geography also would enable them better to understand the Scriptures, and the connection of the colony with the mother country.

The master and mistress should be assisted by apprentices,

whose number should be proportioned to the size of the schools. These apprentices should be chosen from the most proficient and best-conducted scholars, who are also likely to have an example set them by their parents in harmony with their education. At the age of thirteen they should be bound by agreement for six years, and might receive in *lieu* of stipend a quantity of the garden produce sufficient to induce their parents cheerfully to consent to their employment in the school. Careful separate instruction should be given them by the master, at a period daily set apart for the purpose, and they should be furnished with books, as means of self-education.

With the aid of such apprenticed assistants, the school might be divided into classes varying in size, according to the skill and age of the apprentices, and the number of the scholars. In the early stage of their apprenticeship, it may not be expedient to intrust these youths with the management of a class containing more than twelve children. At the age of sixteen, they might teach sixteen children; and at the age of eighteen, probably twenty children. The master would instruct twenty-four, or thirty, or more children in a class, according to circumstances.

The school, therefore, will be divided into classes of twelve, sixteen, twenty, and twenty-four children.

The Model Farm School may be described with greater brevity, because much that has been said respecting the *Day School of Industry* is applicable to it.

The Model Farm School is intended for the class of labourers who have accumulated sufficient money to become small farmers, and for the small farmers who, with more knowledge and skill, would be enabled to employ their capital to greater advantage. Its object is to create a thriving, loyal, and religious middle class among the agricultural population. As the process of culture must differ in the various Colonies, it is not possible to give more than general indications respecting it.

As it would be improbable that a sufficient number of scholars could be collected from one neighbourhood, they should be boarders, and the cost of their lodging, maintenance, and in some Colonies also of their instruction, should be defrayed by their parents. The buildings therefore should provide—

A lofty dormitory divided by partitions, six feet high, into separate compartments, each containing one bed, and affording the master the means of overlooking the room from his own apartment.

A refectory.

Class-rooms.

A kitchen, &c. &c.

Store-rooms.

Apartments for the master and his assistants.

To these school-buildings should be added—

Farm-buildings, comprising all the arrangements necessary in each climate for the shelter of the produce of the farm, and when necessary for its preparation for exportation; for the housing of stock; for the dairy; for the preparation of manures and of food for the cattle; and for the shelter of agricultural machines and implements.

The industrial occupations of the scholars would be those of farm-servants.

In the field, the draining or irrigation of the land; ploughing, harrowing, and the preparation of the soil by various manures adapted to its chemical character; the sowing of the different crops with machines or by the hand; the expedients for preserving the seed thus sown; the weeding, hoeing, or drill-ploughing of the growing crop. The gathering in of the harvest would either be done solely by the labour of the scholars or with such assistance as might be required by the climate.

In the homestead, with a similar reservation, they would conduct the management of the stock, of the manures and composts; the housing of the crop, and its preparation for exportation; and the economy of the dairy.

Besides these purely farm occupations, it would be well to have on the premises a wheelwright's and blacksmith's shop, in which they might learn to mend the carts, waggons, and farming machines and implements, to repair the farming premises, and to shoe the horses.

The domestic services of the household should have in view the establishment of religious exercises, such as could be properly continued in a farmer's family.

Besides a thorough instruction in the Holy Scriptures, the course of teaching would comprise the following subjects:—

Probably the scholars on their admission into the school would be able to read and write with ease. They should also learn English grammar, as previously explained in relation to the day-school.

They would proceed to acquire arithmetic, in connection with keeping accounts of the management of a farm, and with practice in all farming calculations. Mensuration, land-surveying and levelling, and plan-drawing would be taught, and their practical application constantly exemplified in the measurement of timber or of labourers' work; in estimates for drainage, irrigation, and other agricultural purposes; and in preparing plans from actual survey.

As soon as the rudiments of chemical knowledge were acquired, further instruction should proceed, in connection with the practical application of these elements, to the actual operations of the farm (all of which should be explained with their aid), and

afterwards to practical illustrations which the farm itself did not afford.

The pupils should, by frequent practice, acquire expertness in the use of tests of the quality of soils.

The chief characteristics of soils should be understood, and their relation to different forms of vegetation, together with the expedients by which, under varying circumstances, soils naturally of a low degree of fertility may be cultivated, so as to produce abundant crops.

In like manner practical lessons should be given on the influence of various soils; of different kinds of manure; of the natural influences of light, heat, rain, dew, night and day, and of the seasons on vegetable life; on the effects of drainage, and of the various modes of working and of cultivating the soil, and managing different crops.

On such knowledge should be grounded instruction in the most improved methods of cropping a farm; the use of the best implements and machines; on composts and manures; and the best mode of procuring seeds.

Time would also probably be found to impart some acquaintance with veterinary medicine, as far, at least, as a general knowledge of the structure of the horse, cow, sheep, and other common domestic animals; of the methods of preparing their food; of the best means of preserving them in health by appropriate food, warmth, ventilation, and cleanliness; the precautions to be employed in peculiar localities and under special circumstances of climate.

Under the head of *arts of construction* falls the mode of planning farm-buildings so as to ensure an economy of labour with the utmost convenience and security; and with arrangements for promoting the health of the stock; the best plans for constructing roofs; the proper strength required for timbers of different bearings, and the best method of economizing materials, with a due regard to permanence of structure.

Wherever peculiar processes are required for the preparation of the crop for exportation, the object of them, whether mechanical or chemical, should be explained to the pupils.

Some knowledge of the laws of natural phenomena would enable them to comprehend the use of the thermometer, barometer, and other common instruments, and would free them from vulgar errors and popular superstitions.

The head master of the farming-school should be competent by experience and skill to superintend the farm, as well as to give the combined practical and theoretical agricultural knowledge of the course proposed to be taught.

He would require assistant-masters, according to the size of

the school, to teach the rudiments, and thus prepare every class for his instruction.

Each class should be taught in a separate room. The assistant-masters would probably be promoted to these offices from the charge of day-schools of industry, and might there be deemed to be in training as candidates for the head mastership of farm-schools.

A matron or house-steward would manage all the domestic duties, with the aid of some servants.

It is not necessary here to repeat the general indications given respecting discipline, which have been set forth in relation to the day-school. The same principles are applicable to the model farm-school.

The course of study should extend, if possible, from the age of 14 or 15 to that of 18 or 19. There would not be the same need of apprentices in these schools as in the day-schools, because the scholars would be of a riper age, and might be more fitly intrusted, as monitors, with the superintendence of working parties. The whole of the instruction in classes would be conducted by the head master and his assistants.

The *day-school of industry*, and the *model farm-school*, having thus been described, it is now convenient to set forth the arrangements for the *training of the masters of such schools*

The apprenticeship of scholars from 13 to 19 years of age in the day-school of industry must be regarded as a preliminary training in all the duties of the masters of such a school. It would be expedient that the pupil-teacher should be the child of parents who would set him a good example; that he should be bound by indentures which should specify his work, his remuneration, the knowledge he was to gain in each year under the instruction of the master; the nature of the annual examination which he should pass before some competent officer; the persons from whom certificates of conduct should be annually required; the test of his practical skill in gardening and field-work, and in the art of teaching and governing a class.

When the indenture was fulfilled, the pupil-teacher should be admitted to a competition of bursaries or exhibitions to the normal school, to be held annually. The most proficient, skilful, and best conducted should be selected for these rewards, and sent with a bursary, which would defray the chief part of the expense of their further training, to the *normal school.*

If the day-schools of industry were efficient, the residence in the normal school might be limited to a year or a year and a half; but if these schools were not in an efficient state, the period of training in the normal school would have to be proportionately extended.

The *normal school* would adjoin a *model day-school of industry.* The students of the normal school would thus have an oppor-

tunity of witnessing a good example of the management of such a day-school, and of acquiring the art of teaching. They would here improve the processes of instruction and the modes of discipline which they had acquired in schools of inferior efficiency, and make practical trial of the principles of school management, which would be taught in the normal school.

A principal master and assistant masters in the proportion of one master to every 30 or 40 candidate-teachers would be required in the normal school.

All the subjects of instruction pursued, either in the model farm-schools or in the day-schools of industry, should be here resumed.

The masters should here lead the candidates through a systematic course of instruction on each subject, revising their previous acquirements; rendering them more precise, accurate, and rational; and developing them beyond the limits within which their future duties as teachers would be confined.

The group of subjects from which the pursuits of the candidates in the normal school might be selected can be more properly described than the exact limits to be placed on such studies in each colony.

The course of the normal school would comprise certain of the following subjects:—

1. Biblical instruction and the Evidences of Christianity.
2. English Grammar and Composition.
3. English History.
4. Geography.
5. Chemistry, and its applications to Agriculture.
6. The Theory of Natural Phenomena in their relation to Agriculture.
7. The rudiments of Mechanics.
8. Arithmetic and Book-keeping.
9. The art of Land Surveying and Levelling, and Practical Mensuration.
10. Drawing from Models and Plan Drawing.
11. The Theory and Practice of Agriculture and Gardening.
12. The Management of Farming Stock, including the Treatment of their Diseases.
13. The art of organizing and conducting an Elementary School.
14. Vocal Music.

It is unnecessary to enter into minute details as to the daily routine of the normal school: some general indication of principles only is required.

The principal object to be kept in view throughout the training of the apprentice and candidate-teacher is the *formation of character.*

The prolonged training in the day-school, followed by the residence in the normal school, cannot fail to make them acquainted with the details of the school-keeping, with the management of a garden, and the art of teaching a class.

As only the most advanced of the pupil-teachers would be selected for the normal school, the revision of their studies in that school would give them a considerable command of the elementary knowledge required in schools of industry. In these respects much confidence may be expressed as to the results of their training. The dispositions with which they approach their duties as schoolmasters and mistresses are still more important.

The discipline of the apprentice and student should afford no encouragement to the presumption and pedantry which often accompany an education, necessarily incomplete, yet raised above the level of the class from which the pupil-teachers are taken; yet it should not be such as to weaken the spring of the natural energies, or to subdue the force of individual character. No form of training is less capable of establishing sound moral sentiments than that which exacts an unreasoning obedience. The discipline which thus subdues the will, makes the pupil feebler for all virtuous actions.

To train the student in simplicity, humility, and truth, and at the same time to strengthen his mental powers, to inform his intelligence, to elevate his principles, and to invigorate his intellect, are the objects of his education.

On this account, the domestic life of the apprentice with his own parents, under the best influences of his own class in society, might, if his family were a religious household, usefully alternate with the discipline and duties of the day-school. He would understand, from experience, the wants, the cares, and hopes of the labouring class whose children he would have to educate. Instead of being repelled by their coarseness and poverty, and thus unfitted for daily contact with them, he would have a sympathy with their condition, which the training of the school would direct to proper objects.

He ought to enter and to leave the training-school, attracted by preference to the education of the labouring poor.

While in the day-school, the pupil-teacher would partake the common work of the garden, &c. This labour should be during some hours daily continued in the normal school. He should still feel that his origin and his future employment were in harmony.

With this view, his dress should have no distinction but that of greater simplicity and cleanliness. Any pretension beyond the ordinary peasant's dress, which his parents could provide, should be discouraged. He should strive to teach by his

example how that common dress could be worn with frugality and neatness.

In like manner, in the normal school a peculiar dress is undesirable. The candidate-teacher should continue, during three hours daily, to partake the rudest toils of the field and garden. Out-door labour should alternate with mental cultivation, both to enable the student to conduct a school of industry with success, and also to build all his intellectual acquirements on the experience of the life of those supported by manual industry. No alteration in the dress of the student should appear to suggest, that with his entrance into the normal school commences the separation between the candidate and his own class in society. Few things could be more injurious than to do anything which might tend to sever such sympathies, or to take the example of an educated peasant out of his own sphere in life.

The apprentice should not exchange the fare of the peasant's cottage and the simple dinner of the day-school for a better diet in the normal school. His meals should be such only as he might certainly hope to procure by his vocation as schoolmaster. In like manner, while, in his bed-room, provision was made for privacy, every arrangement should be marked by a severe simplicity. More abundant comfort, approaching to luxury, would make it difficult to the candidate in after life to encounter the inevitable privations of his profession as a teacher of the poor.

The household life of the normal school should be marked by reverential attention to religious exercises and duties.

At an early period in the morning the school should be assembled for prayers. After prayers, the principal would speak to the students on subjects connected with the moral discipline of the school. He would endeavour to lead them to feel under what influences their life could enable them to fulfil the highest aims of their calling. Whatever had happened incompatible with such a view of their duties, and which was not rather a subject for private personal admonition, might become, after prayers, a source of instruction, in which should mingle no element of rebuke. In like manner the pursuits of the day should close.

No part of the discipline of the establishment should contradict such instruction. In everything an appeal should be made to the reason and the conscience. Vigilance, to be wisely exerted, should wear no appearance of distrust or suspicion, but it should also be incessant.

The intercourse between the principal and the candidate-teachers should be frank and confiding.

Whenever concealment and evasion commence, even in

slight matters, the authority and influence of the principal are in danger. It would become him then to reflect on the grounds of his regulations; to explain them fully to his students, and to endeavour to establish in their minds a conviction of their value. On some occasions it may be wise to make some relaxations in his rules, in a matter not essential to principle, and which is found to be galling in practice. In this way, and not by any system of "espionage," the whole life of the students should constantly pass in review before him. The advice of the principal should be open to his scholars as that of a friend.

Their time should be as fully occupied as possible. Relaxation should be found in change of employment and exercise in the duties of the field and garden. If the sense of life in a family were maintained, and a filial subordination characterized the discipline, the most wholesome results would ensue.

With these brief indications, I am directed to solicit your attention to those portions of the Minutes of the Committee of Council on Education which relate to the establishment and support of normal schools, and to the reports presented by Her Majesty's Inspectors on the condition of the normal and model schools now existing in Great Britain, in which will be found further details of the principles on which these institutions are conducted.

I have the honour to be,
Sir,
Your obedient servant,
J. P. KAY SHUTTLEWORTH.

Benj. Hawes, jun., Esq., M.P.,
Under-Secretary of State for the Colonies.

(CIRCULAR.)

SIR, Downing-street, 26th January, 1847.

DURING the short period which has elapsed since my accession to office, I have repeatedly had occasion to communicate to the Governors of West Indian Colonies my sentiments on the subject of the education of the labouring classes, and it would not be easy for me to express to you the anxiety which I feel to omit nothing which Her Majesty's Government can contribute towards that object—no opportunity of rendering experience obtained at home available in the West Indies—and, above all, no means of inspiring the influential classes, and through them the entire communities, with the feelings with which such subjects are regarded in this country by all those who take an interest in its well-being. It is impossible to look at the state of things in the West Indies, arising as it does out of unexampled changes, and tending, no doubt, to momentous issues of one kind or another, without perceiving that the edu-

cation of the negro race is the great means by which emancipation may be made to result, not merely in exemption from physical sufferings and brutalizing oppressions, but in a moral and spiritual freedom, resting on a stronger foundation than that of human laws, and comprehending an advancement in Christian virtues and happiness to which human laws can but very imperfectly contribute, except through the channel of education and religious instruction.

This work will be carried forward in the West Indies, as elsewhere, by the influence of the higher motives of human nature, and by the devotedness of those who know in what the true welfare of a country consists, and who will labour for its moral and spiritual enlightenment. But if it be necessary to appeal to lower motives also, it would be perhaps impossible to adduce an instance of any country of which the agricultural and commercial prospects were so absolutely dependent on the instruction of the lower orders as those of the West Indies are at this time. Instruction not only makes labour intelligent and orderly, but creates new wants and desires, new activities, a love of employment, and an increased alacrity both of the body and the mind; and there is probably no example of a well-instructed population which is not also active and eager for work. Instruction, therefore, where provision shall be made for imparting it speedily and effectually, may be rendered the most certain of all methods for equalizing the supply of labour with the demand; and, on the other hand, the prosperity which a sufficient supply of labour would create, may well be expected, by promoting scientific and mechanical improvements, and retaining amongst the negroes a cultivated and intelligent race of proprietors, to assist civil order and the advancement of all classes.

The circumstances of the West Indian Colonies have led my predecessors in this office, and also some persons of activity and influence in the colonies, to perceive how essential it is that the system of education adopted there should be of an industrial character; and whilst this cannot but be esteemed by all promoters of popular education to be an important element, it is, moreover, one which would probably obtain for the system the support and assistance of some parties who would not be equally quick to discern the more general bearings of education upon industry. For more reasons than one, therefore—on account of the prospects of education in general, as well as in regard to the specific deficiency—I have been sorry to observe the little progress which has been made in imparting an industrial character to the schools in the West Indies; and in considering what means Her Majesty's Government possess of giving some additional impulse to West Indian education, I have thought that possibly some good might be effected by

disseminating in the West Indies such knowledge of industrial systems as the experience of this country could afford, in so far as it might appear to be applicable to the state of society in the Colonies; and, at my request, a communication on the subject has been addressed to this department by direction of the Lords of the Committee of Privy Council on Education.

I transmit to you herewith a copy of this communication. You will find it to contain a full statement of the points which it is considered most material to keep in view in the establishment of industrial day-schools and normal schools, and of the methods by which the former at least may be made, to a great degree, if not altogether, self-supporting.

In countries where food is so cheap as it is in the West Indies, and labour so dear, there must be peculiar facilities for enabling industrial schools to pay a proportion of their expenses, unless the children be taken away from them at a very early age; and if, as the industrial system contemplates, the principal part of the children's food be provided at school from the produce of their own labour, their parents will no longer have the same motives which they now have for withdrawing them from school prematurely, to cultivate provision-grounds or otherwise earn their livelihood. It is true, no doubt, that in some cases their labour may not accrue to the plantations at so early a period, owing to their longer continuance at school; but the loss will be amply recompensed, so soon as their labour does accrue, by the steadier industry and the skill and knowledge which it will be the object of the schools to produce.

If practicable, it would of course be exceedingly desirable, that, besides the gardens or provision-grounds proposed in the letter from the Committee of Privy Council to be attached to the schools, there should be some ground cultivated in canes, or other staples of exportable produce, so that the children may be exercised in that species of cultivation in which it will be, generally speaking, most expedient that they should be afterwards employed; and if the project of establishing central sugar-mills should be successfully carried out (as I trust it may), the instruction thus afforded will fit them for all the work which, under such a system of manufacturing sugar, would have to be performed on the plantations. If that project should not be accomplished, I conceive that the canes would still be saleable at the sugar-mills of neighbouring plantations.

But to whatever extent the schools might succeed or fail in bearing their own expenses, I cannot but indulge the hope that the legislatures of the colonies will acknowledge the paramount importance of causing such schools to be established, and will make such provision as may be required for the purpose. And if it were necessary to raise money by a new impost, I should not object, on the part of the Crown, to a tax falling directly

upon the people at large, provided the proceeds were made exclusively applicable to the education of their children; nor should I indeed be averse to any well-considered law which should constrain the parents of children not exceeding a specified age to send such children to school (under a penalty for neglecting to do so, unless for cause shown), and to pay a specified sum for their schooling. The choice of the school should be left, of course, to the parents, provided only it were certified by some public functionary, to be appointed for the purpose, or by some minister of the Gospel, to be a school competently conducted.

I annex printed copies of the communication from the Committee of Privy Council on Education, in sufficient numbers to enable you to transmit copies to the Bishop of the Diocese, and to all Members of the Legislature, Ministers of the Gospel, Stipendiary Magistrates, and other parties to whom you may see fit to send them.

I have, &c.

GREY.

Report by the Rev. John Allen on Schools in the Counties of Bucks, Hants, Herts, Kent, Surrey, and Wilts.

Privy Council Office, London,
29th January, 1847.

My Lords,

I have the honour to submit to your Lordships a Report of schools in my district inspected by me during the year 1846. On account of the time taken up in tabularising the results obtained from schools inspected in 1845, and on account of the additional Report of schools in the diocese of St. David's, and from other causes, the number of schools visited by me in 1846 has not equalled the number of those visited in 1845. It will appear from the following tables that the whole number of schools visited by me in my district during the past year is 235; of these, 50 are infant-schools, in rooms fitted with a gallery, all (with the exception of that at Croydon) under mistresses; 72 are schools for older children under mistresses; 43 are schools under a master, assisted by a sewing-mistress for the girls; and 70 are schools in which boys and girls are taught apart, under a master and mistress. If the schools in this last class be counted as double schools, the entire number of schools now to be reported on by me may be reckoned at 305.

The names of these schools, arranged in four classes as above, according to counties, alphabetically, together with the more important facts observed in reference to them, are exhibited in the following tables.

SCHOOLS under a MASTER and MISTRESS,

—	Present at Time of Inspection.		Unable to Read at Sight Words of Four Letters.		Able to Read with ease.		WRITING. On Slates.		WRITING. On Paper.		ARITHMETIC. In the First Four Rules.		ARITHMETIC. In Compound Rules.		ARITHMETIC. In Proportion and upwards.		Number on Books for the last Six Months.		Average Daily Attendance for the last Six Months.	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
BUCKS.																				
Upton . . .	80	69	36	26	17	18	58	52	22	17	22	32	14	0	0	0	..	..	..	..
HANTS.																				
Andover . ..	85	74	26	25	11	14	44	..	41	31	30	26	8	0	4	0	100	80	83	70
Ameton . . .	30	27	13	14	10	7	5	11	6	1	8	2	2	0	0	0	..	..	..	..
Brading . . .	68	61	19	12	14	21	..	33	21	22	..	32	..	17	..	0	..	..	..	..
Bransgore . .	42	43	13	11	7	22	..	17	..	14	21	24	5	0	0	0	No return.			
Brightstone . .	51	49	17	7	19	19	13	25	28	24	..	24	7	4	6	0	..	..	..	..
Calbourne . .	42	42	3	..	22	..	19	..	23	8	15	..	14	0	5	0	60	52	42	38
Chale . . .	26	30	5	7	9	11	..	..	10	11	3	7	2	1	1	0	21	28	..	..
Cowes, East .	76	36	11	19	22	9	31	21	30	15	18	16	10	0	10	0	100	53	75	40
Cowes, West .	98	67	37	14	18	12	43	16	55	40	25	30	14	0	0	0	133	93	90	68
Crookham, in Crondall.	36	40	10	20	10	6	16	19	13	3	13	9	4	0	0	0	..	..	..	..
Eling . . .	53	66	26	19	9	20	38	49	15	17	22	27	7	2	0	0	82	75	60	58
Freshwater . .	46	57	15	13	17	21	21	34	25	23	15	..	5	6	8	3	60	67	40	..
Godshill . .	32	38	12	11	10	8	17	25	10	13	1	18	6	0	2	0	45	56	32	45
Hartley Wintney	54	51	8	4	22	17	29	23	25	28	21	27	6	3	8	0	..	..	..	..
Havant . . .	54	55	..	6	17	19	23	34	31	21	..	23	..	3	..	0	78	70	52	48
Longparish . .	21	31	0	0	8	12	15	18	6	13	..	..	4	3	0	0	41	71	32	51

in which Boys and Girls are taught apart.

Payments of the Children.	Age of Admission.	Age of Leaving.	Annual Subscriptions	Annual Collections.	Annual Produce of Endowment.	School Fees.	Other Source of Income.
			£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
..	..	..	..	..	..	..	..
½ & O	..	..	58 0 0	O	..	..	..
1*d.*	..	12½	20 0 0	..	20 0 0	..	..
..	..	..	..	..	..	..	..
..	..	..	36 2 0	O	O	12 0 0	..
..	..	..	..	..	..	..	..
3*d.* 2*d.* 1*d.*	4	B. 12 | G. 14	62 0 0	..	O	5 0 0	..
1*d.*	4½	12	7 3 6	O	15 2 0	..	..
1*d.*	4	12	35 10 0	8 16 2	10 0 0	20 18 0	£3 for work
1*d.*	5	14	55 0 0	30 0 0	O	28 10 0	O
..	..	..	..	..	..	..	..
1*d.* & 2*d.*	4	12	47 10 0	..	25 11 2	..	0 10 9
1*d.*	4½	12	39 0 0	O	28 7 2	21 0 0	..
1*d.* O	6	B. 12 | G. 14	4 0 0	O	27 0 0	..	..
..	..	..	..	..	..	..	..
1*d.* 1½*d.*	7	13	..	..	..	..	..
O	..	..	All paid by Rector.		..	..	..

(*Continued on p.* 80)

SCHOOLS under a MASTER and MISTRESS,

—	Stipend of Master.	Stipend of Mistress.	Stipend of Assistant Master or Mistress.	Repairs.	Furniture and Apparatus.	Books and Stationery.	Candles and Fuel.
	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
BUCKS.							
Upton . . .	..	..	..	..	..	..	..
HANTS.							
Andover . .	£40+pence	£20+pence	..	..	. 2 18 7½		
Arreton . . .	24 0 0	16 0 0	..	..	..	..	..
Brading . . .	..	..	..	..	..	..	..
Bransgore . .	35 0 0	20 0 0	..	..	No Return.		..
Brightstone . .	..	..	..	..	..	..	..
Calbourne . .	£26+pence of boys.	20 0 0	..	1 0 0	2 7 0	2 5 0	1 10 0
Chale . . .	£22 5 6 + pence.		0	0	0	2 7 9¼	0
Cowes, East .	40 0 0	35 0 0	..	2 10 0	..	0 16 5	0 13 1
Cowes, West .	£35+pence	£25+pence	..	3 11 4	..	19 2 4½	2 15 11
Crookham, in Crondall.	..	..	..	..	..	..	..
Eling . . .	£60		..	..	15 3 5	3 0 0	5 7 6
Freshwater . .	..	No Return.	..	..	..	..	..
Godshill . .	£50		..	..	..	..	..
Hartley Wintney	..	..	..	..	..	..	..
Havant . . .	45 0 0	..	..	..	..	..	..
Longparish . .	£50		..	..	10 0 0	6 0 0	10 0 0

in which Boys and Girls are taught apart.

Other Expenses.	GENERAL OBSERVATIONS.
£. s. d.	
..	Instruction somewhat scanty. The elder boys have learned the prophecies about our Saviour, and some of the "Faith and Duty;" but otherwise there is room for improvement. Girls' instruction improved since last inspection. The girls are clean and orderly.
..	Room for improvement in the discipline. Instruction improved since last inspection; the two lower classes of boys and the lowest class of girls ought to be in an infant-school. I recommended the use of good secular reading-books.
..	Room for improvement in the instruction and discipline; a scarcity of proper books. Teachers untrained.
..	Children clean and orderly. Instruction highly satisfactory in the boys' school. Knowledge of Scripture very pleasing. Writing, reading, and arithmetic good. Mulhauser's copybooks. Hullah's music tables.
..	Children quiet, clean, and orderly. Religious knowledge good. Arithmetic, so far as it goes, accurate; singing good; writing fair.
..	Great pains taken with the devotions. Instruction improved since last inspection. Examination incomplete from want of time.
..	Boys under excellent discipline and teaching. Girls not fully examined.
0	Instruction somewhat scanty; better in the girls' school than in the boys' school. The religious instruction of the girls pleasing. Writing good.
..	Instruction in the boys' school very satisfactory; the children are, in all respects, taught with intelligence. Arithmetic very good. The girls' school has recently had a change of teachers, and is improving. Examination of the girls incomplete from want of time.
..	Instruction in the boys' school much improved since last inspection. Room for improvement in the girls' school. Boys' schoolroom dilapidated; needs a boarded floor sadly. Master trained at Chichester; intelligent.
..	Children clean, quiet, and orderly. The time of inspection unfavourable for seeing the most advanced children. The upper class have learned the "Faith and Duty." Excellent building, except that the floor is of brick.
5 0 0	Girls clean; boys in fair order. The school has only been at work 18 months. Building good; but the boys' school has a brick floor.
£1 8 Rewards.	Discipline good. Instruction very satisfactory. Great pains taken in instructing the children in the doctrines of the Church of England, and the grounds from Scripture for those doctrines. A pressing need for new school-rooms.
£10 Pension to late Master.	A residence for the teacher built by the lord of the manor since the last inspection. Teachers changed. A prospect of improvement in the instruction.
..	Children clean, quiet, and properly classed. Boys compose well, write well, read fairly; know a good deal of Scripture; are taught the Catechism with pains. Girls also have learned a good deal of Scripture. Singing good, taught on Hullah's method. Master appears to do his work with pains, intelligence, and success. Three-quarters of an acre of ground enclosed round the infant-school, in which 12 of the elder boys have allotments.
..	Discipline good. Instruction of the girls very satisfactory; they are taught the Scriptures with intelligence, care, and reverence. Some good exercises in composition. Only first class of boys examined, a new master having been appointed within the last few weeks, and time running short.
..	Instruction highly satisfactory; first class read well, and recite pieces: are not exercised in composition: what is done in arithmetic is well done. Knowledge of Scripture and intelligence very pleasing; the use of the Irish school-books has tended much to raise the intelligence of the children. Discipline very satisfactory; apparently greatly helped by the skill attained in music. An evening school for 30 young persons.

Schools under a Master and Mistress,

—	Present at Time of Inspection.		Unable to Read at Sight Words of Four Letters.		Able to Read with ease.		WRITING. On Slates.		WRITING. On Paper.		ARITHMETIC. In the First Four Rules.		ARITHMETIC. In Compound Rules.		ARITHMETIC. In Proportion and upwards.		Number on Books for the last Six Months.		Average Daily Attendance for the last Six Months.	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Lymington . .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Milton . . .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Newport . .	102	46	14	4	37	11	75	31	27	15	55	17	12	3	3	0	131	62	101	44
Overton . . .	70	42	25	19	8	7	28	14	22	10	23	14	3	0	4	0	84	50	70	50
Southampton, Bedford Place.	60	48	34	17	18	13	29	18	51	23	30	4	6	0	2	0	..	..	..	..
Southampton, Trinity Church.	49	34	17	1	13	12	31	20	18	14	..	20	4	0	0	0	97	..	77	..
Southampton, St. Mary's.	132	80	27	17	23	24	84	54	48	26	57	17	15	0	3	0	160	120	130	90
St. Mary's Bourne	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Sway . . .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
HERTS.																				
Baldock . .	48	60	18	16	12	20	26	34	14	15	14	21	2	6	0	0	65	70	55	65
Berkhampstead, Great.	50	39	2	2	21	10	23	16	27	23	16	15	6	0	5	0	70	53	45	35
Essendon . .	48	46	18	20	20	12	26	..	22	12	15	18	5	0	3	0	50	52	45	..
Hertford, Cowper School.	86	74	21	14	38	24	17	34	59	40	29	30	13	0	9	0	111	84	98	7
Hertford Heath .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Hertingfordbury	39	48	4	2	19	26	8	2	26	20	7	13	14	11	7	0	40	56	35	50

in which Boys and Girls are taught apart—*continued.*

Payments of the Children.	Age of Admission.	Age of Leaving.	Annual Subscriptions.	Annual Collections.	Annual Produce of Endowment.	School Fees.	Other Sources of Income.
			£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	.
1*d.*	6½	11	125 9 0	29 17 0	0	35 0 0	..
1*d.*	3	11	57 5 6	0	3 0 0	14 0 0	..
..	..	..	..	..	..	..	..
1*d.* 2*d.*	..	11½	39 0 0	24 0 0	0	..	..
2*d.* 1*d.* 0	6	11½	37 7 6	..	..	109 2 6	..
..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..
1*d.* 2*d.* 4*d.*	4	10½	32 15 0	12 0 0	6 0 0	30 0 0	..
0	..	..	161 16 0	136 16 0	0	0	..
1*d.*	4½	11	No specific return.		..	..	..
1*d.*	6	12	79 0 0	17 0 0	32 0 0	38 0 0	..
..	..	..	..	..	..	..	..
0	6	10	..	..	..	0	..

(*Continued on p.* 81.)

Schools under a Master and Mistress,

—	Stipend of Master.	Stipend of Mistress.	Stipend of Assistant Master or Mistress.	Repairs.	Furniture and Apparatus.	Books and Stationery.	Candles and Fuel.
	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
Lymington . .	..	..	..	..	..	..	..
Milton . . .	..	..	..	..	..	..	..
Newport . . .	50 0 0	29 0 0	5 12 6	9 0 5	..	8 9 10	7 10 0
Overton . . .	£40		3 3 0	10 0 0	O	9 0 0	1 10 0
Southampton, Bedford Place.	..	..	..	..	..	..	..
Southampton, Trinity Church	£47+a portion of pence	£40+a portion of the pence.	..	..	..	..	..
Southampton, St. Mary.	54 12 0	46 16 0	..	..	..	..	..
St. Mary's Bourne	..	..	..	..	..	..	..
Sway . . .	.	..	..	..	..	..	..
HERTS.							
Baldock . .	45 0 0	25 0 0	..	..	0 11 5	1 13 3½	6 0 0
Berkhampstead, Great.	55 0 0	40 0 0	O	..	2 0 0	5 0 0	18 0 0
Essendon . .	40 0 0	36 0 0	..	..	..	..	Total Expenses,—
Hertford, Cowper School.	65 0 0	35 0 0	..	15 0 0	7 0 0	12 0 0	9 0 0
Hertford Heath .	..	..	..	..	..	..	..
Hertingfordbury	£130		..	No Return.	..	..	..

in which Boys and Girls are taught apart—*continued.*

Other Expenses.	GENERAL OBSERVATIONS.
£. s. d.	
..	Girls very clean and neat. Instruction very good in both schools. The upper classes compose well, and are taught the Scriptures with intelligence. Pains taken with the Liturgy. Boys' school much improved since last visit. An infant-school much needed.
..	Children quiet; girls clean and neat. Several chapters of Scripture learned by the elder children. Room for improvement in exercising the intelligence of the boys. Mistress a good needlewoman; gentle.
14 19 6 and £3 15 Rewards.	Girls quiet and orderly. Instruction of the boys satisfactory; some four or five draw maps; composition fair. Girls' memories are worked more than their intelligence; their enunciation and writing good. Master appears to do his work with pains and faithfulness.
..	Room for improvement in the discipline and instruction. Some few of the elder children answer nicely in geography and fairly in the Scriptures. Master is said not to want ability.
..	Instruction and discipline of the boys respectable. Attendance of children fluctuating. Mistress has had charge of the girls but a few weeks, and must not be held accountable for the smallness of their progress. Master trained at Winchester; pleasing and intelligent.
..	Room for improvement in the instruction. Girls clean. Children are gathered out of a poor district.
..	Room for improvement in the instruction and discipline of the boys. Girls are taught and managed in a pleasing manner; their discipline appears to be good. The parish labours under peculiar difficulties.
..	Children quiet, clean, and orderly. Ventilation improved since last inspection.
..	Discipline good. Arithmetic accurate; writing fair. Two of the elder boys compose fairly on their slates.
1 0 0	Room for improvement in the instruction and discipline of the boys. The girls have learned some Scripture, and are taught with intelligence. Arithmetic fair. Discipline satisfactory.
3 0 0	Children clean. Instruction needs to be more carried through the school, especially by the master. Good building, except that the schoolroom and residence communicate internally.
89 6 11½	Boys remarkably clean and orderly. The elder children learn the gospel or the epistle for the Sunday. Arithmetic and writing of the boys good. Master appears to be well acquainted with the Scriptures, and to have his heart in his work. He should distribute his questions more to his less advanced boys; and some improvement should be made in getting on the little ones in reading.
£12 Rewards.	The first class of boys compose well; have a good knowledge of the Scriptures; writing, arithmetic, and spelling well taught; the lowest class ought to be in an infant-school. Some of the girls have learned a good deal of Scripture, and write fairly on their slates.
..	The upper boys have learned the first three sections of the "Faith and Duty," and have begun Nicholls' Sunday Exercises; but there is room for considerable improvement in the instruction and discipline of both schools. The district from which the children are gathered is a wild one.
..	Boys compose well, write well, do arithmetic well, are well advanced in reading. Receive gifts for coming to school, yet do not attend regularly. The girls also are taught with great pains, intelligence, and success. A large fund accumulated as an endowment for the school. 21 girls had learned the gospel for the previous Sunday: of these 13 had learned the epistle as well.

Schools under a Master and Mistress,

—	Present at Time of Inspection.		Unable to Read at Sight Words of Four Letters.		Able to Read with ease.		WRITING On Slates.		WRITING On Paper.		ARITHMETIC. In the First Four Rules.		ARITHMETIC. In Compound Rules.		ARITHMETIC. In Proportion and upwards.		Number on Books for the last Six Months.		Average Daily Attendance for the last Six Months	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
St. Albans . .	54	22	18	4	11	7	..	..	23	12	12	8	9	2	2	0	..	..	70	30
Stevenage . .	40	32	7	6	16	13	19	..	19	15	18	..	9	..	6	..	84	95	36	37
Tewin . . .	26	29	4	7	7	10	10	12	7	6	11	13	1	3	0	0	32	37	26	24
Ware . . .	56	65	9	16	24	19	12	58	36	7	29	24	6	4	2	0	70	91	59	83
Watford . .	67	62	22	19	12	9	..	34	..	18	27	30	5	0	4	0	78	91	60	58
Watton . . .	54	49	0	4	18	20	18	43	36	6	21	20	5	0	4	0	70	74	50	..
KENT.																				
Gravesend . .	106	108	25	53	43	26	..	..	38	36	40	35	18	8	7	0	163	134	..	..
SURREY.																				
Addlestone . .	49	47	27	18	7	10	31	23	7	9	17	12	1	0	0	0	..	..	..	..
Albury . . .	37	37	6	11	10	16	20	30	17	7	9	14	5	6	2	0	54	54	32	36
Beddington . .	54	58	6	10	13	15	..	..	30	29	25	..	8	..	7	..	..	..	..	..
Bookham, Great	46	53	9	16	12	16	20	26	26	27	30	28	20	0	1	..	58	..	46	..
Brockham . .	42	41	19	17	13	12	14	17	28	24	13	12	5	0	2	0	2	..	..	..
Camberwell, St. George.	100	194	28	24	29	44	44	59	56	45	31	54	35	25	13	0	170	140	120	100
Chertsey . .	62	61	13	4	18	20	43	58	12	0	32	48	9	..	0	..	84	69	74	64
Christ Church, Blackfriars.	135	82	52	41	28	9	87	46	48	10	60	38	10	0	8	0	150	80	125	68
Cobham . .	71	79	10	9	47	56	..	32	37	47	23	22	12	30	7	0	78	75	70	76
Englefield Green	44	59	16	12	9	23	30	..	14	30	10	27	7	9	2	0	..	..	50	70

in which Boys and Girls are taught apart—*continued.*

Payments of the Children.	Age of Admission.	Age of Leaving.	Annual Subscriptions	Annual Collections.	Annual Produce of Endowment.	School Fees.	Other Source of Income.
			£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
1*d.*	5	11	35 0 0	..	..	20 0 0	..
2*d.* 1*d.* ½ *l.*	5½	9½	51 0 0	11 0 0	..	27 10 0	10 0 0
O	6	..	..	..	30 0 0	O	..
1*d.*	7	B. 10 | G. 13	155 17 6	O	O	35 7 10	O
1½*d.*, 3*d.*	5	9	89 10 0	25 0 0	13 4 0	32 15 0	O
O	B. 6 | G. 7	B. 12 | G. 14	..	..	40 0 0	..	..
1*d.* and O.	7	12	60 0 0	40 0 0	34 0 0	63 0 0	..
..	..	..	..	..	..	..	..
2*d.* and 1*d.*	5	12	..	O	O	O	..
..	..	..	..	..	..	..	..
1*d.*	6	10	76 0 0	O	O	15 14 0	£8 for needlework.
..	..	..	..	..	..	..	..
O	..	..	130 0 0	40 0 0	O	O	80 0 0
O	7	13½	..	No return.		..	..
O	6	..	90 0 0	22 14 10	176 4 6	O	£6 from Betton's Charity.
1*d.* and O.	5	B. 12 | G 13	99 6 0	..	..	22 12 8	4 7 7½ needlework.
1*d.*	6	14	67 17 4	17 16 6	9 16 0	2 0 8	2 19 6 needlework.

(*Continued on p.* 88.)

Schools under a Master and Mistress,

—	Stipend of Master.	Stipend of Mistress.	Stipend of Assistant Master or Mistress.	Repairs.	Furniture and Apparatus.	Books and Stationery.	Candles and Fuel.
	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
St. Albans . .	52 0 0	..	..	No Return.	..	..	..
Stevenage . .	60 0 0	25 0 0	0	2 18 8	0	0 13 6	2 5 2
Tewin . . .	£90		..	1 13 2	..	0 17 0	..
Ware . . .	70 0 0	40 0 0	..	5 19 0	6 5 0	13 12 11	4 17 6
Watford . .	65 0 0	40 0 0	2 0 0	5 4 0	2 2 0	14 8 0	3 10 1
Watton . . .	60 0 0	50 0 0	..	..	..	..	..
KENT.							
Gravesend . .	70 0 0	50 0 0	49 0 0	22 0 0	37 0 0	15 0 0	3 0 0
SURREY.							
Addlestone . .	..	..	..	..	..	..	..
Albury . . .	45 0 0	20 0 0	..	No return.	..	..	..
Beddington . .	..	..	..	..	..	..	..
Bookham, Great	£70		0	7 18 0	5 4 0	4 16 7	4 17 0
Brockham . .	..	..	..	..	..	..	..
Camberwell, St. George.	£70+ house and coals.	40 0 0	£25, £8, £4	1 0 0	..	18 0 0	10 0 0
Chertsey . .	..	..	..	..	..	..	..
Christchurch, Blackfriars.	£80+ £5 for Sunday-schools.	£40+ £5 for Sunday-schools.	..	20 1 8	..	7 7 0	8 6 6
Cobham . .	39 0 0	39 0 0	3 1 4	£14. 4s. 5d.		5 17 11	2 5 8
Englefield Green	50 0 0	35 0 0	..	6 7 2	..	5 11 10	4 7 0

in which Boys and Girls are taught apart—*continued.*

Other Expenses. £. s. d.	GENERAL OBSERVATIONS.
..	The Catechism taught with pains and intelligence. The upper classes have learned a good deal of the "Faith and Duty." Instruction improved since last inspection. Room for improvement in the cleanliness of the children.
0 11 1	The boys compose fairly; are taught with intelligence, and know a good deal of Scripture, especially those who attend the Sunday school. Master appears to be intelligent and painstaking. The mistress appears to be not competent to do much as a teacher for the children.
0	Discipline good. Instruction needs to be more intelligently given. New building needed. Some of the children have learned some Scripture.
6 8 4	Room for, and prospect of, improvement. Excellent and spacious building, with boarded floors and proper means for ventilation.
..	Boys not deficient in quickness. More needs to be done to carry the instruction through the school. Writing good. A change of reading-books needed for the girls.
..	Girls neat and pleasing. They have learned a great deal of Scripture, and read nicely. The boys write well. Two or three of the elder boys compose well and answer well. Schools maintained by the Squire. Master does not appear to want ability.
25 0 0	Boys compose well; do arithmetic well; write well; are taught generally with intelligence. Some of the elder girls compose well, and answer questions nicely. The lower classes of girls should be helped forward. The mistress, recently appointed, appears gentle and pleasing. Master appears to love his work, and labours with zeal and intelligence. There should be an infant-school.
..	Room for improvement in the instruction and discipline. A deficiency of proper school-books. Mistress absent through illness at the time of my visit.
..	Room for improvement in the instruction and discipline of the boys. Girls quite orderly, and better instructed than the boys.
..	Discipline good, especially in the girls' school. Instruction highly satisfactory. Composition good.
10 2 0	Boys uniformly well taught through the school. The first class of girls read well, and some six of them compose well. Children clean, quiet, and pleasing. Master appears to do his work with integrity and ability.
..	Children very clean, quiet, and orderly. Instruction very pleasing. Children know a good deal of Scripture. The elder girls compose nicely. The younger ones may be more thoroughly worked.
70 0 0	Discipline of the girls very satisfactory. Instruction of the girls very pleasing and satisfactory, except in arithmetic. Arithmetic of the boys very good. No sufficiency of proper reading-books for the lower boys.
..	But little Scripture learned. Room for improvement in the instruction and discipline. Girls better instructed than the boys. A large endowment. None of the girls write on paper.
3 15 0 insurance, 105 7 4 clothing.	Instruction of the two upper classes of boys satisfactory. The lower classes ought to be in an infant-school. Much room for improvement in the instruction of the girls.
19 6 8½	Instruction most satisfactory in the girls' school. Scriptural knowledge very good. Reading distinct, and great progress therein. Arithmetic remarkably good for a female teacher—all the first class exercised in composition. Boys' school satisfactory. Discipline very satisfactory.
..	Instruction of the girls satisfactory; they compose well; their writing, arithmetic, and reading all above par. In the boys' school, room for, and a prospect of, improvement. The girls are clean and orderly.

Schools under a Master and Mistress

—	Present at Time of Inspection		Unable to Read at Sight Words of Four Letters.		Able to Read with ease.		WRITING. On Slates.		WRITING. On Paper		ARITHMETIC. In the First Four Rules.		ARITHMETIC. In Compound Rules.		ARITHMETIC. In Proportion and upwards.		Number on Books for the last Six Months.		Average Daily Attendance for the last Six Months.	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Epsom . . .	..	..	..	..	..	..	..	..	..	..	.	..	..	..	..	..	..	..	..	..
Ewell . . .	41	55	1	16	15	17	..	14	20	25	10	7	7	7	3	0	55	60	40	47
Holmwood . .	35	38	14	10	9	7	20	26	15	12	15	11	4	3	2	0	42	52	31	40
Horley . . .	11	9	0	0	6	5	..	..	11	9	7	6	3	3	1	0	..	..	..	..
Kingston (Workhouse).	37	29	12	15	12	7	..	..	23	5	16	7	10	0	0	0	..	..	47	57
Leatherhead .	47	47	10	7	16	18	19	..	19	..	20	..	6	..	6	..	..	..	..	..
Limpsfield . .	22	23	6	1	5	6	16	11	6	12	8	14	3	5	1	0	41	30	20	20
Merton . . .	33	18	14	8	8	4	21	8	12	3	11	6	3	0	3	0	..	..	..	..
Mitcham . .	65	78	31	32	12	27	48	..	17	21	15	25	10	0	2	0	100	90	76	70
Ockley . . .	55	45	15	10	16	16	29	23	26	22	17	33	6	0	5	0	..	..	..	..
Peckham . .	105	58	36	20	33	15	41	10	64	26	31	10	19	11	3	0	133	86	90	57
Redhill in Reigate	46	41	13	2	5	7	0	0	24	19	18	22	5	..	1	..	..	..	..	..
Richmond . .	209	79	12	5	120	39	79	56	130	23	..	44	..	17	60	0	230	..	220	..
Rotherhithe, Deptford-road.	83	73	12	..	27	..	43	..	40	..	19	..	17	..	9	0	..	..	..	..
Shere . . .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Streatham, Christchurch.	38	46	3	8	16	16	9	18	29	28	23	26	4	6	3	0	45	54	39	41
Tandridge, Oxted, and Godstone.	63	45	7	3	32	33	..	..	38	26	33	38	5	2	9	0	111	80	71	46
Thames Ditton .	60	47	7	1	22	28	..	29	..	18	28	30	6	0	17	0	70	57	65	45

in which Boys and Girls are taught apart—*continued.*

Payments of the Children.	Age of Admission.	Age of Leaving.	Annual Subscriptions.	Annual Collections.	Annual Produce of Endowment.	School Fees.	Other Source of Income.
			£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
..	..	..	..	..	..	..	..
1*d.*	5	13	68 19 6	14 18 8	23 10 0	12 0 0	10 0 0
2*d.* and 1*d.*	4	13	32 0 0	4 10 0	O	14 0 0	..
..	..	..	..	..	..	..	..
O	5	..	..	..	..	O	..
..	..	..	..	..	..	..	..
1*d.*	7	12	40 10 9 B. 20 18 0 G.	..	12 11 0	3 5 4 B. 2 19 3 G.	..
..	..	..	..	..	..	..	..
2*d.* and 1*d*	6	14	47 15 0	15 0 0	69 13 8	37 0 0	..
..	..	..	..	..	..	..	..
O	6	12	107 8 0	79 8 3	12 10 0	O	O
..	..	..	..	..	..	..	..
1*d.*	B 7 | G. 9	13½	202 4 0	35 13 0	163 14 2	59 0 0	O
..	..	..	..	..	..	..	..
1*d.* and 2*d.*	3	13½	47 12 8	13 6 5	9 6 2	..	O
1*d.* and 2*d.*	7	..	165 15 0	O	O	37 17 0	O
1*d.*	6	10½	..	..	No return.	..	..
1*d.*	6	12	90 14 6	O	50 0 0	Received by teachers.	O

(*Continued on p.* 92.)

Schools under a Master and Mistress,

—	Stipend of Master.	Stipend of Mistress.	Stipend of Assistant Master or Mistress.	Repairs.	Furniture and Apparatus.	Books and and Stationery.	Candles and Fuel.
	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
Epsom . . .	..	..	..	..	..	..	..
Ewell . . .	£45+ pence.		5 0 0	3 15 3	3 12 3½	3 18 8½	13 5 2
Holmwood . .	£50		..	O	..	3 0 0	2 0 0
Horley . . .	..	..	..	..	..	..	..
Kingston (Workhouse).	£30+ double rations.	£10+ double rations.	..	..	..	..	..
Leatherhead .	..	..	..	..	..	..	..
Limpsfield . .	50 0 0	18 11 0	1 16 2	0 18 6½	1 7 8	1 18 11	1 13 6
Merton . . .	..	..	..	..	..	..	..
Mitcham . .	70 0 0	£45+house	..	0 11 3	13 0 0	7 3 10	..
Ockley . . .	..	..	..	..	..	..	..
Peckham . .	50 0 0	40 0 0	O	10 19 11	9 14 11	15 1 6½	7 6 6
Redhill in Reigate	..	..	..	..	..	..	..
Richmond . .	80 0 0	50 0 0	£25 and £10.	..	36 0 7	23 12 7	12 11 6
Rotherhithe, Deptford-road.	..	..	..	..	..	..	..
Shere . . .	20 0 0	20 0 0	0 8 0	1 9 8	0 11 0	9 16 6	8 9 9
Streatham, Christ-church.	£100		O	7 4 9	O	6 14 9	7 18 0
Tandridge, Oxted, and Godstone.	40 0 0	40 0 0	..	..	..	..	..
Thames Ditton .	55 0 0	40 0 0	5 0 0	5 0 0	..	3 9 5	3 9 0

in which Boys and Girls are taught apart—*continued.*

Other Expenses. £. s. d.	GENERAL OBSERVATIONS.
..	Children clean. Reading fairly good. Writing fair. Arithmetic not sufficiently accurate. The "Faith and Duty" partially learned. Room for more exercise of the intelligence of the children.
3 0 0	Children clean and orderly. Instruction in the Scriptures highly satisfactory. Composition of the elder children remarkably good.
..	Children clean. Discipline good. Instruction of the first class in the Scriptures very good. Writing respectable. Arithmetic and singing fair. Building excellent.
..	From the extreme violence of the weather barely one-fifth of the children were in attendance, the population lying scattered, and the roads bad. But little Scripture learned. Unfortunately the use of the *Broken* Catechism occupies time which might be better spent.
..	Children appear to be under gentle treatment, and to be happy with each other. Boys in the upper class read well; and the two upper classes know a large amount of Scripture, and are taught with intelligence. The little ones know several hymns. A large number of the girls confined to the infirmary at the time of the examination.
..	Instruction in the Scriptures intelligently given and highly satisfactory. The elder children compose well. Arithmetic of the elder children very accurate. Children clean and orderly.
4 18 10	The school struggling under peculiar difficulties. Some few of the elder boys compose fairly on their slates. Building good, except that the floor is of brick.
..	Boys know a good deal of Scripture, and have been exercised therein. Writing good. Arithmetic and reading fair. Girls' school not so satisfactory.
1 19 6	Discipline good in the girls' school. Crossman's Catechism learned in the boys' school; but no Scripture committed to memory. Singing managed with spirit. Room for improvement in the instruction of the boys. The upper classes of the girls answer with intelligence when questioned on Scripture, and their instruction is on the whole satisfactory. The lower classes ought to be in an infant school.
..	Discipline good. The elder children have learned some of the "Faith and Duty," and have been a little exercised in composition.
Clothing, insurance, &c.	Room for improvement in the instruction and discipline. The little children ought to be in an infant-school. The second class of girls read in the Parables, which they can nearly repeat out of book. Some of the elder boys well acquainted with Old Testament History, which knowledge appears to be chiefly due to the pains taken by a barrister in the Sunday-school
..	Schools greatly indebted to the pains of a surgeon. Excellent building, except that the floors are of brick. A prospect of an efficient master.
137 0 8 clothing for 72 children.	Discipline of the boys too strict. Master very faithful, able, and zealous. Instruction managed with remarkable skill. State of the girls' school not so satisfactory. The school has a considerable accumulation of funds, part of which might, as it seems, be distributed advantageously towards the poorer parochial schools attached to the new church.
..	School appears to be improved since last inspection. Room for more improvement. The girls not examined—the present teacher having only been a fortnight at her post.
2 0 0	Instruction improved since last inspection. Discipline fair—that of the girls pleasing.
44 19 4	Discipline good. Children clean, quiet, and orderly. Instruction very pleasing within a limited circle.
..	Discipline good. Instruction highly satisfactory. The children are well taught in the Scriptures; they compose well, and are well worked throughout the school. The school an united one for three parishes, two of which have infant schools as feeders to it; the clergy superintend it jointly; and in this case this arrangement works admirably well.
3 0 0	Discipline good, children clean; the Scriptures are taught with intelligence. Composition respectable. Instruction, as a whole, very satisfactory. Building ill arranged.

Schools under a Master and Mistress

—	Present at Time of Inspection.		Unable to Read at Sight Words of Four Letters.		Able to Read with ease.		WRITING On Slates.		WRITING On Paper.		ARITHMETIC. In the First Four Rules.		ARITHMETIC. In Compound Rules.		ARITHMETIC. In Proportion and upwards.		Number on Books for the last Six Months.		Average Daily Attendance for the last Six Months	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Wonersh . .	77	53	14	12	30	17	47	17	30	27	25	25	6	0	6	0	98	76	66	40
SUSSEX.																				
Cuckfield . .	51	57	9	16	16	22	9	27	26	23	19	18	6	10	3	0	66	79	45	40
Slaugham .	48	37	21	3	14	23	..	..	25	28	14	18	7	9	0	0	61	50	50	4

SCHOOLS under a MASTER, a Sewing

BUCKS.																				
Iver	45	0	3	0	11	0	18	0	27	0	22	0	5	0	4	0	..	..	..	.
Wendover . .	45	0	1	0	6	0	..	0	16	0	20	0	3	0	1	0	..	..	..	.
HANTS.																				
Colden Common	26	18	6	4	14	8	8	7	18	11	9	11	7	1	2	0	..	..	..	.
High Clere . .	37	28	10	5	14	8	7	6	28	18	13	13	8	2	2	0	36	30	..	.
Houghton . .	27	37	18	13	3	6	4	4	7	19	4	7	0	0	0	0	25	35	£55	
Lyndhurst . .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
Milford . . .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
Otterbourne . .	34	0	8	0	7	0	8	0	12	0	2	0	5	0	0	0	36	0	34	
Portsea, Clarence Buildings.	173	0	49	0	49	0	103	0	70	0	64	0	20	0	32	0	244	..	193	
Portsea, Queen's Rooms.	84	0	22	0	22	0	44	0	34	0	39	0	7	0	1	0	100	..	85	

in which Boys and Girls are taught apart—*continued.*

Payments of the Children.	Age of Admission	Age of Leaving.	Annual Subscriptions	Annual Collections.	Annual Produce of Endowment.	School Fees.	Other Source of Income.
			£. s. d	£. s. d	£. s. d.	£. s. d.	£. s. d.
1*d.* 2*d.* 4*d.*	6½	13	43 18 9	7 7 8½	..	30 14 11	..
2*d.* 1½*d.* 1*d.*	6	10½	35 0 0	10 0 0	28 8 0	12 0 0	..
6*d.* & 2*d.*	5	11½	28 18 0	14 0 0	..	48 14 1	..
Mistress in Attendance for the Girls.							
..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..
0	5	13	..	No return.	..	..	..
1*d.*	3	B | G. 10 | 12	School supported by the Squire, except the pence of the children.			10 0 0	..
..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..
1*d.* & 3*d.*	..	11	..	..	..	..	..
1*d.*	6	14	105 14 6	65 19 8	..	..	..
1*d.*	..	12			..	8 16 8	..

(*Continued on p.* 96.

Schools under a Master and Mistres

—	Stipend of Master.	Stipend of Mistress.	Stipend of Assistant Master or Mistress.	Repairs.	Furniture and Apparatus.	Books and Stationery.	Candles and Fuel.
	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s.
Wonersh . .	40 0 0	30 0 0	O	5 10 0	33 4 0	2 12 6½	2 18 6
SUSSEX.							
Cuckfield . .	£54 + coal		..	..	..	..	..
Slaugham . .	£60		..	..	..	..	..

SCHOOLS under a MASTER, a Sewin

BUCKS.							
Iver . . .	..	..	..	..	..	..	..
Wendover . .	..	..	..	..	..	..	..
HANTS.							
Colden Common	..	..	..	..	..	..	..
High Clere . .	£35		..	..	..	..	..
Houghton . .	£35+pence of children.	..	..	..	..	..	..
Lyndhurst . .	..	..	..	..	..	..	..
Milford . . .	..	..	..	..	..	..	..
Otterbourne . .	£12+pence	..	No return.		..	..	..
Portsea, Clarence Buildings.	£30+pence	..	..	24 8 6	..	24 11 7	4 14
Portsea, Queen's Rooms.	52 0 0	..	..				

in which Boys and Girls are taught apart—*continued.*

Other Expenses.	GENERAL OBSERVATIONS.
s. d.	
10 0	Discipline very satisfactory. Some of the boys compose well on their slates. Reading of the girls good. Arithmetic of the boys, so far as it goes, well taught. Singing good.
..	Children learn the "Faith and Duty." Some answer pleasingly and with intelligence. Singing good. Master appears to love his work, but needs training. Mistress gentle. Girls clean. Children orderly.
..	Room for improvement in the instruction. No Scripture committed to memory. Girls are clean and neat. Their enunciation and reading superior to that of the boys.

Mistress in attendance for the Girls.

..	(Endowed.) Some of the children answer with great quickness and intelligence. Children are well worked in reading through the school. Arithmetic good. Room for improvement in their discipline. Master appears to have done his work with fidelity and skill.
..	Teaching needs to be more directed towards leading the children individually to exert themselves. The elder class of six children taught fairly well. Master well spoken of as to character. The expense chiefly defrayed by the lord of the manor, who maintains also schools in four or five other parishes in the adjoining county.
..	Instruction most satisfactory in the first class; the children are taught the Scriptures with intelligence, write well, compose well, do arithmetic well. Some respectable knowledge of geography and history. Discipline very satisfactory. The children reclaimed from a wild heath. Master trained at Winchester. All that I saw of him much in his favour.
..	Discipline satisfactory. Writing good. Reading of the upper class good. Arithmetic good. The lower classes do not appear to have been classed with sufficient care, or to be supplied with proper books. Master apparently loves his work, and throws all his energies into his school, which cannot be visited without pleasure. Had he been trained, he would, perhaps, have been first rate. Boys are taught netting and matting.
..	Children clean, quiet, and orderly. Instruction much improved since last inspection. Very satisfactory, as far as it goes, especially of the little children, who repeat a very large number of hymns. School greatly indebted to the pains of a lady.
..	Books and building dilapidated. Some of the upper boys have received help in their Scriptural knowledge.
..	Master is not deficient in ability, and he appears to love his work, but has not received sufficient training for it.
..	Master respectable in character; not trained to his work.
..	School too large for proper discipline to be maintained with such means as are afforded, yet the master does his work with pains and ability. About fifty of the children ought to be in an infant-school. Knowledge of Scripture satisfactory. Children have been but little exercised in composition. Arithmetic good. Writing and singing respectable. These observations are made the size of the school being taken into consideration; but so long as the master is overtasked as he is, the school cannot be in a satisfactory state.
£20 Rent.	Knowledge of the Scriptures and intelligence very satisfactory. Reading and writing good. Music very good. Discipline good. Children clean. Building very inconvenient. Master trained at Chichester. Appears to take pains in the right direction with very good success.

Schools under a Master, a Sewing Mistress

—	Present at Time of Inspection.		Unable to Read at Sight Words of Four Letters.		Able to Read with ease.		WRITING. On Slates.		WRITING. On Paper.		ARITHMETIC. In the First Four Rules.		ARITHMETIC. In Compound Rules.		ARITHMETIC. In Proportion and upwards.		Number on Books for the last Six Months.		Average Daily Attendance for the last Six Months.	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Redhill in Havant	25	30	5	7	9	9	13	15	4	6	7	11	6	2	2	0	..	..	..	..
Wonston . .	32	25	3	6	12	5	16	12	14	7	5	7	6	1	5	0	35	30	30	28
Woodhay, East .	27	29	11	16	10	7	10	17	11	7	8	8	3	4	0	0	65	49	34	28
HERTS.																				
Abbot's Langley	48	0	12	0	8	0	29	0	19	0	15	0	5	0	3	0	1	..	..	..
Bovingdon . .	15	48	..	..	8	14	..	..	..	..	11	42	4	5	0	1	25	49	18	40
Boxmoor . .	9	0	2	0	0	0	..	..	8	0	8	0	0	0	0	0	..	..	..	..
Buntingford .	59	0	12	0	20	0	17	..	42	0	22	0	11	0	8	0	88	0	60	0
Hemel Hempstead	53	0	12	0	9	0	33	0	20	0	22	0	8	0	2	0	75	0	45	..
Hoddesden . .	38	0	3	0	11	0	20	..	18	..	12	0	6	0	8	0	45	0	35	0
Mimms, N. Welham Green.	34	0	2	0	21	0	12	0	23	0	9	0	6	0	8	0	38	0	33	..
Shenley . . .	32	0	0	0	15	0	14	0	18	0	12	0	7	0	2	0	47	0	34	..
Tring . . .	37	0	10	0	11	0	11	0	24	0	12	0	1	0	2	0	86	0	60	..
Tring . . .	10	0	Middle school not examined. Master trained at Chichester.																..	..
Welwyn. . .	47	0	2	0	28	0	16	..	31	0	26	0	7	0	1	0	51	0	40	0
SURREY.																				
Chobham . .	39	28	12	6	10	11	24	13	15	15	19	12	2	3	0	2	70	59	71	..
Clandon, West .	26	37	11	5	4	17	5	9	11	25	5	21	2	0	0	0	40	45	25	30

in attendance for the Girls—*continued.*

Payments of the Children.	Age of Admission.	Age of Leaving.	Annual Subscriptions.	Annual Collections.	Annual Produce of Endowment.	School Fees.	Other Source of Income.
			£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
..	..	..	..	..	..	..	..
2*d.* & 1*d.*	..	8½	..	..	..	10 0 0	..
O	6	11	36 0 0	O	6 16 8	O	..
..	..	..	..	..	..	..	..
1*d.* & ¾*d.*	7	14	..	..	..	..	..
..	..	..	..	..	..	..	..
2*d.* & 1*d.*	5	11	49 13 10	O	O	22 0 5	O
2*d.* 1*d.* & 0*d.*	6	14	56 14 8	..	26 12 0	2 10 0	2 10 0
1*d.*	6	10½	38 3 6	8 11 4	14 4 0	4 18 3	..
1*d.*	6	11½	56 0 0	O	O	8 0 0	..
3*d.*	6	13	36 0 0	..	..	12 0 0	..
2*d.* & 1*d*	4	12	48 0 0	12 0 0	..	3 16 0	..
			This return applies to mistress's school as well.				
..	..	..	..	..	..	..	..
2*d.*	6	10	22 10 0	..	58 0 0	7 0 0	..
1*d.* ¾*d.* & 0*d.*	4	10½	..	60 0 0	10 12 0	9 0 0	..
1½*d.* & 2*d.*	4	B. 11½ | G. 13½	27 0 0	..	..	16 0 0	..

(*Continued on p.* 100.)

Schools under a Master, a Sewing Mistress

—	Stipend of Master	Stipend of Mistress.	Stipend of Assistant Master or Mistress.	Repairs.	Furniture and Apparatus	Books and Stationery	Candles and Fuel.
	£. s. d.	£ s. d.	£. s. d.	£. s. d.	£. s. d.	£. s d	£. s. d.
Redhill in Havant	..	..	..	..	..	..	..
Wonston . .	50 0 0	2 12 0	..	3 0 6	O	2 16 6	0 16 6
Woodhay, East .	£40		O	9 16 2	4 12 0		..
HERTS.							
Abbot's Langley	£52 10s. + house and garden.	..	..	..	..	..	..
Bovingdon . .	18 5 0	7 0 0	..	..	..	..	..
Boxmoor . .	..	..	..	..	..	..	..
Buntingford .	52 0 0	O	O	0 10 0	5 5 0	4 4 2	1 13 1
Hemel Hempstead	65 0 0	..	..	£36		..	1 12 8
Hoddesden . .	£50 + house.	..	..	O	6 12 0	1 10 0	1 19 1½
Mimms, N Welham Green.	50 0 0	..	..	32 4 5	..	..	..
Shenley	50 0 0	..	..	1 5 0	0 15 0	1 11 4	2 8 6
Tring . . .	£30+pence	..	..	16 0 0	1 10 0	2 10 0	9 0 0
Tring . . .	..	..	..	..	..	..	..
Welwyn. . .	50 0 0	..	..	..	..	£12 15 6½	
SURREY.							
Chobham . .	50 0 0	10 0 0	2 12 0	21 10 6	..	£15 2 6 in all.	
Clandon, West .	£24+pence	8 8 0	..	12 13 6	0 3 0	1 8 1	0 2 2

in attendance for the Girls—*continued.*

Other Expenses.	GENERAL OBSERVATIONS.
£. s. d.	
..	Discipline and instruction very satisfactory. The Scriptures taught with intelligence. Pains taken with the Liturgy. Building excellent. Master absent for a holiday at the period of my visit.
0	Instruction very satisfactory. Writing good. Arithmetic respectable. Knowledge of Scriptures very good. Composition and intelligence good. A methodical system of instruction in the Scriptures. Children quiet and orderly.
..	Room for improvement in the discipline. Writing good. More children that attend the first class of the Sunday-school learn the epistle and gospel for the Sunday. Needle-work good. Room for improvement in the reading, arithmetic, and intelligence of the children. Singing respectable.
..	Instruction appears likely to be improved by the use of more secular reading-books. Master recently appointed to his post.
..	School held on two evenings in the week only, part of the children being employed by day in straw-plaiting. Instruction of a pleasing character, and, considering the circumstances, efficient.
..	School has not been long open in the vestry of the chapel; until a proper building be provided, the master will scarcely have opportunity to do what may be expected with the children.
2 6 4	Master appears to take too little of the work on himself, being more of a superintendent than a teacher. Scarcely any Scripture learned. No exercise in composition. Children quiet; not over clean. Floor of brick, although a new school-room.
..	First class improved since last inspection. No secular reading-books however used, and Crossman's "Introduction" and the "Broken Catechism" imprinted on the children's memories, instead of these being stored with the practical parts of Scripture. Master not trained to his work.
3 5 3	A good deal of the "Faith and Duty" learned by the first class. Instruction improved since last inspection. Room for improvement still.
..	Children in good order. They are taught the Scriptures remarkably well; and the whole instruction of the school is given with great care, pains, and intelligence. The master appears to put forth his strength in the right direction.
..	Children in good order, well mannered, and clean. Instruction highly satisfactory; composition excellent. Knowledge of Scripture very pleasing. Writing, reading, music, and arithmetic good. The boys are taught to print music as well as ordinary letter-press.
1 2 6	Instruction deficient in the most important matters. Room for improvement in the discipline.
..	. . . . .
17 12 0 Clothing.	Children clean and orderly. Instruction good in the Scriptures and in writing. Secular reading-books used; reading well carried throughout the school. Master appears to do his work with pains, and to be liked by his scholars.
..	Discipline fair. Instruction respectable. Master appears to act under a sense of duty. Room for more energy. Moral tone of the school at the time of prayers appears to be excellent.
0 16 0 for cleaning.	The first class learn a great deal of Scripture with understanding. Children clean, quiet, and orderly.

Schools under a Master, a Sewing Mistress

—	Present at Time of Inspection.		Unable to Read at Sight Words of Four Letters.		Able to Read with ease.		WRITING. On Slates.		WRITING. On Paper.		ARITHMETIC. In the First Four Rules.		ARITHMETIC. In Compound Rules.		ARITHMETIC. In Proportion and upwards.		Number on Books for the last Six Months.		Average Daily Attendance for the last Six Months.	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Clapham . .	166	0	57	0	43	0	104	0	62	0	84	0	24	0	5	0	..	..	..	..
Croydon. . .	142	0	38	0	38	0	90	0	52	0	46	0	12	0	12	0	130	0	120	..
Effingham . .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Ham . . .	45	0	2	0	20	0	23	0	22	0	17	0	8	0	10	0	52	0	41	0
Kingswood, in Ewell.	42	25	14	10	10	6	32	19	32	19	12	5	5	2	0	0	59	40	35	25
Mickleham . .	31	24	1	3	17	13	7	5	20	13	14	17	10	0	0	0	65	..	57	..
Newington . .	188	0	87	0	38	0	92	0	44	0	..	..	19	0	6	0	200	..	160	..
Ockham . .	40	0	8	0	16	0	..	0	24	0	20	0	7	0	2	0	63	..	50	..
Pirbright . .	37	0	11	0	10	0	12	0	16	0	9	0	2	0	5	0	..	..	..	..
Richmond, New	62	0	14	0	10	0	..	..	..	..	31	0	2	0	1	0	90	0	50	0
Surbiton, in Kingston.	49	0	6	0	16	0	22	..	27	0	15	..	8	0	4	0	..	..	..	..
Virginia Water .	43	42	18	11	10	8	33	30	10	12	20	25	2	3	0	0	..	..	..	..
Witley . . .	43	0	3	0	17	0	18	0	13	0	15	0	8	0	0	0	..	..	..	..
WILTS.																				
Bowood, Buckhill	36	1	4	3	12	21	27	25	9	16	..	..	..	..	..	..	..	..	..	..
Broad Hinton .	35	25	16	6	6	4	4	10	10	5	2	5	5	0	2	0	..	..	..	..
Calne (Middle)	50	0	0	0	39	0	..	0	47	0	..	..	..	..	..	..	..	..	..	..
Calne . . .	95	0	18	0	31	0	64	0	31	0	36	0	25	0	4	0	..	..	85	..

in attendance for the Girls—*continued.*

Payments of the Children.	Age of Admission.	Age of Leaving.	Annual Subscriptions	Annual Collections.	Annual Produce of Endowment	School Fees.	Other Source of Income.
			£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d
..	..	..	..	..	..	..	..
1*d.*	6	14½	75 0 0	40 0 0	..	20 0 0	..
..	..	..	..	..	..	..	..
2*d.*	6	12	60 0 0	..	..	..	..
8*d.* & 3*d.*	5½	13	School supported by T. Alcock, Esq			..	..
2*d.* & 1*d.*	6	13	45 0 0	16 10 0	0	20 0 0	6 10 0 for work.
1*d.*	5	12	40 0 0	40 0 0	80 0 0	57 9 0	..
1*d.*	6	13	All paid by Earl of Lovelace.			5 0 0	..
..	..	..	..	..	..	..	..
2*d.* & 1*d.*	6	..	24 19 3	23 10 1	..	38 0 10	..
2*d.* & 1*d.*	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..
2*d.* & 1*d.*	7	12	46 6 0	..	4 0 0	23 9 9	..

(*Continued on p.* 104.)

Schools under a Master, a Sewing Mistress

—	Stipend of Master.	Stipend of Mistress.	Stipend of Assistant Master or Mistress.	Repairs.	Furniture and Apparatus.	Books and Stationery.	Candles and Fuel.
	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
Clapham . .	..	..	..	..	..	..	..
Croydon . .	£70		..	14 0 0	..	24 10 0	4 0 0
Effingham . .	..	..	..	..	..	..	..
Ham . . .	£40+pence	..	..	..	..	..	..
Kingswood, in Ewell.	70 0 0	..	..	..	..	..	..
Mickleham . .	£60 + A portion of children's pence.		..	10 0 0	..	2 0 0	3 0 0
Newington . .	70 0 0	O	0 5 6	2 5 0	O	10 0 0	6 0 0
Ockham.	50 0 0	..	..	..	..	..	..
Pirbright . .	..	..	..	..	..	..	..
Richmond, New	£84		O	..	..	4 18 11½	11 5 3
Surbiton, in Kingston.	40 0 0	..	..	..	..	..	..
Virginia Water.	..	..	..	..	..	..	..
Witley . . .	..	..	..	..	..	..	..
WILTS.							
Bowood, Buckhill	..	..	..	..	..	..	..
Broad Hinton .	..	..	..	..	..	..	..
Calne (Middle)	..	..	..	..	..	..	..
Calne . . .	50 0 0	..	3 18 0 1 6 0	..	..	..	..

in attendance for the Girls—*continued.*

Other Expenses.	GENERAL OBSERVATIONS.
£. s. d.	
..	Discipline good. Instruction very satisfactory. Knowledge of Scripture very pleasing. Composition good. Arithmetic good. Master appears to be a man of ability and intelligence, who acts from a sense of duty, and does his work with quietness and discretion.
..	Discipline good. Children clean. Instruction of the upper classes highly satisfactory. Composition good. Writing good. Arithmetic good. Master trained at Winchester. The lower classes ought to be in an infant-school.
..	Instruction highly satisfactory in the Scriptures, intelligence, reading, and composition. Writing good. Arithmetic very good. Two or three draw maps nicely. Master trained at Glasgow. Appearance and manners of the children very much in their favour.
..	The boys of the upper class answer well in the Scriptures. Most of them compose fairly. Writing good. Arithmetic respectable. Master appears to be quiet and painstaking.
..	Discipline very satisfactory. Scriptural knowledge very good. Great intelligence. Reading good. The distance of the habitations interferes with the progress of some of the younger children. Master trained at Battersea.
3 11 6 Insurance, &c.	A good building. Children under kind and cheerful treatment. The girls are quick at answering. Reading respectable. Writing good. Arithmetic fair. Singing good, on Hullah's plan.
Printing, Insurance, and Rewards, £8.	Master does his work with pains, but is sadly overtasked. There should be a separate school-room for the infants. The children cannot be in a satisfactory state, as to discipline or instruction, with the present arrangements.
..	Industrial occupations well carried out, the boys being employed 2½ hours each day in horticulture; twelve have allotments for which they pay 1s. rent. Some of them also practice printing, and do work as carpenters. The instruction of the school is given with intelligence. The master appears to be a sensible person, a lover of the garden, and to do his work as a teacher respectably. The excellent arrangements of the school have been noticed in a previous Report.
..	Writing and arithmetic good. The children have been a little exercised in composition. School-room confined.
..	Master had been, at the time of examination, but a few months at his post, and had to deal with a rough neighbourhood. Examination of his children incomplete. He appears to be intelligible and capable.
..	Discipline good. Instruction very satisfactory, considering the time the master has been at work. The boys are well taught in the Scriptures. Writing very good. Reading and arithmetic respectable.
..	Knowledge of Scripture. Singing good. Master appears to be intelligent, and to love his work. Some of the elder children have allotments in the garden, which is well cultivated. Excellent building.
..	Children very quiet, clean, and orderly. Elder boys learn the gospel for the Sunday. One or two do fairly in composition. A good building, except that the floor is of brick.
..	Discipline good. Teaching satisfactory. Boys are employed in horticulture, and taught to use carpenters' tools. School maintained by the landowner.
..	Teachers untrained. Room for improvement in the method and discipline. Some of the elder girls answer questions respectably, and a few of the boys fairly.
..	Instruction very satisfactory. Intelligence well cultivated. Arithmetic excellent. The boys have a good knowledge of Scripture history and geography, write well, and are carefully taught in all respects.
..	Boys are taught with intelligence, and well in all respects. Teacher trained at Battersea. Knowledge of the Scriptures satisfactory. Arithmetic, writing, singing, all good. Discipline pleasing.

SCHOOLS under

—	Present at Time of Inspection.		Unable to read at Sight Words of Four Letters.		Able to Read with ease.		WRITING. On Slates.		WRITING. On Paper.		ARITHMETIC. In the First Four Rules.		ARITHMETIC. In Compound Rules.		ARITHMETIC. In Proportion and upwards.		Number on Books for the last Six Months.		Average Daily Attendance for the last Six Months.	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Bucks.																				
Fulmer . . .	26	22	17	11	4	6	4	11	5	6	5	5	0	0	0	0	26	34	..	..
Iver	0	51	0	5	0	14	0	0	0	19	0	25	0	5	0	0	..	..	..	..
Hants.																				
Abbot's Ann .	25	28	6	4	2	7	15	14	5	10	..	..	0	6	..	..	31	35	£60	
Appleshaw . .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	25	14	22	10
Ashe . . .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Burghclere . .	43	72	28	28	5	26	16	46	5	11	10	36	..	..	..	..	..	..	..	..
Burley, in Ringwood . . .	4	4	1	2	1	1	3	4	0	0	0	1	0	0	0	0	..	..	..	..
Crawley . .	29	36	14	7	5	5	11	22	4	7	7	12	1	0	0	0	35	37	30	30
Hannington .	22	12	13	4	3	3	3	0	8	8	8	6	0	0	0	0	39	24	14	15
Longstocke . .	20	54	8	17	3	12	..	..	3	15	3	24	0	1	0	0	52	21	..	..
Lyndhurst . .	0	57	0	20	0	15	0	37	0	20	0	24	0	2	0	0	..	..	..	..
Newtown . .	11	23	7	8	3	10	3	9	2	4	3	9	0	1	0	0	12	29	11	23
Otterbourne .	4	48	4	12	0	22	0	7	0	7	0	9	0	0	0	0	0	60	0	5

a MISTRESS.

Payments of the Children.	Age of Admission.	Age of Leaving.	Annual Subscriptions.	Annual Collections.	Annual Produce of Endowment.	School Fees.	Other Source of Income.
		G.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
1*d.*	3	14	19 0 0	0	0	..	..
..	..	..	..	..	..	..	..
1*d.*	..	..	None.	None.	3 0 0	..	£12 to Sunday-school master.
3*d.* 1½*d.* 1*d.* 0*d.*	..	..	14 6 0	..	2 3 6	5 0 0	..
..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..
½*d.*	2	11	18 0 0	0	0	3 18 0	0
6*d.* 4*d.* 1*d.*	4	9	..	0	0	11 15 10	..
2*d.* & 1*d.*	3	B. 10 | G. 14	The Squire gives £10, and the Vicar makes up all deficiencies.			14 16 7	..
..	..	..	..	..	..	..	..
1*d.*	4	14½	20 0 0	0	10 0 0	5 0 0	..
3*d.* 6*d.*	..	13	No return.		..	..	..

(*Continued on p.* 108.)

SCHOOLS under

—	Stipend of Master.	Stipend of Mistress.	Stipend of Assistant Master or Mistress.	Repairs.	Furniture and Apparatus.	Books and Stationery.	Candles and Fuel.
	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
BUCKS.							
Fulmer . . .	..	20 0 0	..	..	..	..	..
Iver	..	..	..	..	..	..	..
HANTS.							
Abbot's Ann .	£23 + house.	10 0 0	..	..	..	..	..
Appleshaw . .	..	21 10 0	..	..	..	..	..
Ashe . . .	..	..	..	..	..	..	..
Burghclere . .	..	..	..	..	..	..	..
Burley, in Ringwood.	..	..	..	..	..	..	..
Crawley . .	..	21 0 0	..	..	..	..	..
Hannington . .	..	£16 + board & lodging.	..	..	4 19 10	..	2 0 8
Longstocke . .	..	£26 + furnished lodgings.	..	Total expense, £41 19 7			..
Lyndhurst . .	..	..	..	..	..	..	..
Newtown . .	..	35 0 0	0	..	0 5 0	0 3 0	..
Otterbourne . .	..	£12 + pence.	..	..	..	..	..

a MISTRESS.

Other Expenses. £. s. d.	GENERAL OBSERVATIONS.
..	Children clean, quiet, and orderly. Reading distinct. Singing good. Some of the children learn some Scripture by heart; otherwise there is room for improvement in the instruction.
..	Discipline good. The children have learned a good deal of Scripture, but are slow in applying it. Room for improvement in the exercise of their intelligence. Three girls at the top of the school answer well.
..	Children very clean and orderly. Instruction highly satisfactory, especially in the Liturgy and in composition. Good secular books are well used in the school. Knowledge of the Scriptures excellent. Music taught from Hullah's tables.
..	Room for improvement. Perhaps the examination did not fairly bring out what was effected by the school.
..	Teacher untrained. A schoolroom in prospect. Some of the elder children learn occasionally the epistle for the Sunday.
..	Instruction in the Scriptures highly satisfactory. Singing very good. Writing and arithmetic fair. The gospel learned of a Sunday by more than half the children. The epistle and gospel by more than a third. Mistress intelligent, orderly, and painstaking. Receives great assistance from unpaid teachers. Discipline very satisfactory. The children have not been exercised in composition.
..	School a mere ruin.
..	An infant school grafted on to a juvenile school. A very satisfactory specimen. Instruction very satisfactory, so far as it goes. A large number of the children read. Some compose nicely. Singing good. Children clean, orderly, very quiet at prayers. Arithmetic and writing might be improved.
1 0 0	Discipline good. Children clean. The gospel for the Sunday learned by the six monitors every week. School managed partially, according to the plan of an infant-school, which does not appear to me to answer when older children are intermixed. Teacher appears rightly impressed as to what should be her chief aims.
..	Children quiet, orderly, and very clean. The children answer pleasantly, and with intelligence. Arithmetic, so far as it goes, accurate. Needle-work good. Singing good.
..	Room for and prospect of improvement in the instruction. The six upper girls have received good instruction in the Scriptures, through the kindness of some ladies.
0 14 0	Considerable improvement appears to have been made by the first class in knowledge of the Scriptures, in composition, and in reading, since the last inspection. The elder ones learn the epistle and gospel for the Sunday. Children are quiet and orderly. More may yet be done for the lower classes.
..	Instruction very satisfactory in the Scriptures. A large proportion of the children, down to the little ones, can repeat many of the psalms. Several also learn the epistle and gospel every week. The children have been exercised in composition. School much indebted to the labours of unpaid teachers. Children are quiet and orderly. They attend the daily service at the church.

Schools under

—	Present at Time of Inspection.		Unable to Read at Sight Words of Four Letters.		Able to Read with ease.		WRITING. On Slates.		WRITING. On Paper.		ARITHMETIC. In the First Four Rules.		ARITHMETIC. In Compound Rules.		ARITHMETIC. In Proportion and upwards.		Number on Books for the last Six Months.		Average Daily Attendance for the last Six Months.	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girl	Boys	Girls	Boys	Girls	Boys	Girls
HANTS.																				
Southampton, Holyrood, Two Hours' Parochial School, 111, High street.	0	22	0	1	0	10	..	..	0	21	0	19	0	0	0	0	..	..	..	..
Southampton, Holyrood, All-day School.	0	52	0	8	0	27	0	37	0	15	0	19	0	5	0	0	..	55	..	45
Stubbington, in Crofton.	22	47	6	8	1	17	15	21	3	22	6	23	0	0	0	0	26	25	19	45
Wallop, Lower .	0	25	0	8	0	8	0	1	0	8	0	13	0	0	0	0	42	35	30	25
Winchester, St. Maurice.	11	37	9	13	2	5	10	28	1	9	2	19	0	0	0	0	34	59	..	..
Winchester, St. Thomas.	6	16	0	0	5	20	..	..	..	..	..	..	..	..	..	..	80		65	
Woodhay, East (Mrs. Johnson's)	32	32	10	11	3	3	17	17	2	2	9	10	0	0	0	0	36	32	32	31
Wootton, St. Lawrence.	41	55	8	4	12	30	0	0	0	0	0	0	0	0	0	0	..	..	..	..
Yateley . . .	14	15	7	6	3	4	5	7	2	3	2	4	0	0	0	0	..	..	..	..
HERTS.																				
Abbot's Langley	0	20	0	9	0	12	0	14	0	15	0	18	0	0	0	0	..	..	..	..
Ardeley . . .	29	23	17	11	8	5	..	..	10	7	6	9	1	1	3	0	45	40	24	22
Ayot, St. Peter .	11	17	3	4	1	8	7	8	1	5	0	3	0	0	0	0	..	..	..	..
Bayford . . .	10	19	3	7	0	10	..	..	..	..	..	..	..	..	..	..	19	23	13	17
Bennington . .	16	43	8	17	0	6	4	14	4	15	4	15	0	1	0	0	23	47	45	
Braintfield . .	8	24	5	11	0	3	3	9	0	4	3	6	0	2	0	0	..	..	..	..
Chipperfield .	0	20	0	2	0	6	0	0	0	2	0	..	..	..	..	..	..	..	..	..
Datchworth . .	25	35	10	9	3	6	9	11	5	17	7	15	0	5	0	0	30	45	49	

a Mistress—*continued.*

Payments of the Children	Age of Admission	Age of Leaving.	Annual Subscriptions.	Annual Collections	Annual Produce of Endowment.	School Fees	Other Source of Income.
			£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
1*d.*	..	..	2 10 0	O	O	O	..
2*d.* 3*d* 4*d* 6*d.*	4½	12½	School supported by a Lady.			..	..
1½*d.* & 1*d*	5	B 10 | G. 13	13 10 2	O	..	14 4 2	..
2*d.* & 1*d*	..	..	11 0 0	..	35 10 0	9 0 0	..
2*d.*	..	..	..	No return.		..	..
2*d.*	2	6	..	See return of school for older children			..
O	4	11	All paid by Mrs. M. Johnson.			..	..
..	..	..	..	..	..	..	..
..	..	..	..	..	9 0 0	..	..
2*d.* & 1½*d*	6	13	39 9 6	17 0 0	10 13 0	11 3 9	..
1*d.* & 1½*d.*	4	9½	15 3 0	2 19 0	..	3 2 10	..
..	..	..	12 12 0	All deficiencies supplied by the Rector.		6 0 0	..
1*d.* ½*d.* 0*d*	6	B. 11½ | G. 14	27 5 0	..	21 0 0	7 0 0	..
2*d.* 1*d.* ¾*d.*	4	B 10 | G. 12½	34 9 0	O	O	10 2 5	..
..	..	..	..	..	..	..	..
O	..	..	14 0 6	O	..	O	..
1*d.*	5	14	29 0 0	O	O	8 9 1½	1 9 9

(*Continued on p.* 112)

Schools under

—	Stipend of Master	Stipend of Mistress	Stipend of Assistant Master or Mistress	Repairs	Furniture and Apparatus	Books and Stationery	Candles and Fuel
HANTS.	£. s d	£ s d	£. s d	£ s. d	£ s. d	£. s d.	£. s. d.
Southampton, Holyrood, Two Hours' Parochial School, 111, High street.	..	Gratuitous	..	..	..	..	..
Southampton, Holyrood, All-day School.	.	26 0 0	O	..	..	..	..
Stubbington, in Crofton.	..	24 0 0	..	Paid by Clergyman	..	1 13 2	0 14 3
Wallop, Lower .	..	40 0 0	..	..	..	..	..
Winchester, St Maurice	..	..	..	..	..	..	..
Winchester, St. Thomas.	..	30 0 0	..	0 19 7	..	1 6 8	1 14 10
Woodhay, East (Mrs Johnson's)	..	14 0 0	..	..	..	..	..
Wootton, St. Lawrence.	..	..	..	..	..	..	..
Yateley . . .	..	9 0 0	..	..	..	..	..
HERTS.							
Abbot s Langley	..	35 0 0	..	5 6 0	..	1 0 0	4 15 0
Ardeley . . .	..	32 6 0	1 3 0	1 9 6	..	0 10 0	1 17 0
Ayot, St Peter.	..	22 0 0	..	12 0 0	3 0 0	2 0 0	6 0 0
Bayford . . .	..	£20 + Board and Lodging.	2 12 0+ Clothing	8 0 0	..	1 3 6	2 2 9
Bennington. .	..	35 0 0	1 0 0	0 14 4	0 2 0	1 0 7	1 19 3
Braintfield . .	..	..	..	..	..	..	..
Chipperfield .	..	..	5 0 0	..	..	..	..
Datchworth .	..	20 0 0	O	1 13 2	..	3 9 0	2 1 6½

a Mistress—*continued.*

Other Expenses.	GENERAL OBSERVATIONS.
£. s. d.	
£16 Rent; half paid by Children.	The girls are the daughters of small tradespeople, and are taught by ladies, who officiate alternately by weeks as schoolmistresses. Scriptural instruction very pleasing. The writing is fair, and the children taking their copy-books home. Needlework nicely taught.
16 0 0	Instruction very satisfactory, as far as essential matters are concerned. Knowledge of the Scriptures most pleasing. Reading intelligent. Some exercises in composition. Arithmetic, no great progress in. Discipline very quiet and orderly. Mistress appears to do her work as loving it, quietly, and with intelligence.
1 13 4 Rewards.	Children quiet, clean, and orderly. Instruction in the Scriptures satisfactory. Pains taken in the illustration of the Liturgy. Reading respectable. Mistress gentle and pleasing.
..	School recently broken up on account of the promotion of the teachers. The girls' school re-opened under a monitress from the Kings-Somborne school. Great pains taken with the needlework. The children are much indebted to the pains of a lady in the village.
..	School only recently opened. Mistress questions with pains and energy, and keeps up the attention of the children.
1 0 9	Children are taught in the same room with infants, who greatly interrupt the progress of the older children. A pleasing school.
..	Children quiet and orderly.
..	Children quiet, clean, and orderly. The little ones make good progress in reading. The elder children learn the gospel and epistle for the Sunday, and other parts of Scripture. Room for extension in the subjects of instruction.
..	Children quiet, clean, and orderly. Instruction scanty. Some chapters of Scripture learned by the elder children, and some hymns. With three exceptions, the intelligence of the children appears not to have been sufficiently exercised by questioning.
..	Children quiet, clean, and orderly. Instruction satisfactory. The children have a good knowledge of Scripture, and are making progress in other matters. The school has not as yet fully recovered from a change of teachers, and the causes that led to that change.
..	Discipline good. The children attend the prayers of the church every morning, and are catechised on the lessons by the clergyman. A residence for the teacher built since the last inspection of the school, which has an internal communication with it. A bad arrangement in my judgment.
12 0 0 Clothing.	Children quiet and clean. Two girls had learned the gospel for the Sunday. Some of the "Faith and Duty" learned.
..	The children have learned a good deal of Scripture; some are ready in applying it.
1 0 6	Children clean and orderly. Some commit to memory Scripture and a few hymns, others learn Crossman's Introduction.
..	Children clean and orderly. Knowledge of Scripture improved since last inspection. The elder boys go to a school in an adjoining room. Excellent school building.
..	A school of industry, held every Wednesday afternoon, for 20 girls selected out of the Sunday scholars, to teach those engaged in straw plaiting to use their needle.
11 5 2	Discipline good. Children clean. Instructions in the Scriptures very satisfactory. Many hymns also learned by heart.

Schools under

—	Present at Time of Inspection		Unable to Read at Sight Words of Four Letters		Able to Read with ease.		WRITING. On Slates.		WRITING. On Paper.		ARITHMETIC. In the First Four Rules.		ARITHMETIC. In Compound Rules.		ARITHMETIC. In Proportion and upwards		Number on Books for the last Six Months.		Average Daily Attendance for the last Six Months.	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
HERTS.																				
Digswell . .	7	16	4	6	0	6	7	12	0	4	2	4	0	0	0	0	12	20	10	17
Furneaux Pelham	20	52	7	9	0	22	..	..	4	30	1	20	0	3	0	0	..	..	22	53
Gaddesden, Great	8	9	2	1	0	5	..	..	..	..	0	11	0	0	0	0	..	..	..	..
Hemel Hempstead	0	26	0	0	0	17	0	4	0	9	0	9	0	0	0	0	No return.			
Hoddesden. .	0	52	0	..	..	..	0	46	0	16	..	..	0	4	..	..	0	60	0	50
Hormead, Great .	11	48	6	4	1	22	10	22	1	26	3	28	0	0	0	0	10	50	8	42
Hormead, Great .	10	11	..	..	..	..	0	0	0	0	0	0	0	0	0	0	..	..	..	..
King's Langley .	1	22	0	2	0	8	1	12	0	10	0	0	0	0	0	0	0	33	0	18
Leavesden . .	23	30	17	10	2	9	21	19	2	11	4	16	0	0	0	0	59		40	
Mimms (North), Brookman's Endowed School.	5	37	4	5	0	21	2	4	0	27	0	14	0	9	0	0	No return.			
Mimms (North) Water End.	0	45	0	6	0	16	0	25	0	20	0	22	0	6	0	0	0	45	0	42
Sacombe . . .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Sandon . . .	17	17	7	6	0	3	13	9	0	2	4	4	0	0	0	0	32	49	25	20
Shenley . . .	0	28	0	1	0	19	0	8	0	15	0	18	0	0	0	0	..	..	..	..
Stapleford, Bull's-mill.	3	28	0	1	0	11	3	20	0	8	1	14	0	0	0	0	6	50	..	..
Tanwell, in Benjeo	12	20	9	8	0	3	5	12	0	2	0	1	0	0	0	0	..	..	..	..
Tring . . .	14	30	11	13	0	3	3	16	0	3	0	7	0	0	0	0	77		56	
Welwyn. . .	0	30	0	9	0	7	0	28	0	2	0	12	0	0	..	..	..	..	..	..
Willian . . .	21	20	11	7	0	8	9	3	3	10	4	6	0	4	0	0	..	..	..	..
SURREY.																				
Addington . .	11	32	4	6	1	13	11	22	0	10	4	6	0	9	0	0	14	42	..	..
Chessington. .	21	17	10	6	5	6	5	5	8	7	..	..	..	..	..	..	21	32	..	..

a Mistress—*continued.*

Payments of the Children.	Age of Admission.	Age of Leaving.	Annual Subscriptions	Annual Collections.	Annual Produce of Endowment.	School Fees.	Other Source of Income.
			£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
0	5	15	42 0 0	0	0	0	0
1*d.*	5½	B. 11 | G. 13	..	..	..	..	..
0	7	11	44 0 0	..	..	0	..
2*d.* 1*d.* 0*d.*	6	15	30 0 0	..	..	..	..
1*d.*	7	11½	12 16 6	0	30 0 0	5 6 0	..
1*d.*	..	..	..	0	0	10 0 0	0
..	..	..	39 0 0	0	0	..	..
2*d.* & 1*d.*	..	..	42 0 0	0	0	5 14 6	15 5 6
2*d.*	..	B. 10 | G. 13	21 3 6	..	..	3 5 6	0 5 6
..	..	..	..	..	..	..	..
0	..	..	37 0 0	..	..	..	..
..	..	..	..	..	..	..	..
1*d.* 2*d.*	3	8½	12 0 0	..	..	7 0 0	..
..	..	..	..	..	..	..	..
..	5	..	School supported by Landowner.			..	..
..	..	..	..	..	..	..	..
1*d.*	3	12	..	See Report of Master's School.			..
..	..	..	..	..	..	..	..
1*d.* 2*d.*	4½	..	28 0 0	0	0	3 15 11	..
1*d.*	..	B. 8½ | G. 13	30 0 0	..	..	10 0 0	..
2*d.*	4	11	22 5 0	..	..	12 0 0	16 10 3

(*Continued on p.* 116.)

Schools under

—	Stipend of Master.	Stipend of Mistress.	Stipend of Assistant Master or Mistress.	Repairs.	Furniture and Apparatus.	Books and Stationery.	Candles and Fuel.
HERTS.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
Digswell . .	..	25 4 0	..	O	..	1 11 0	5 0 0
Furneaux Pelham	..	No Return.	..	..	..	..	..
Gaddesden, Great	..	25 0 0	..	..	..	..	..
Hemel Hempstead	..	..	..	..	..	..	..
Hoddesden . .	..	£35 + house.	..	7 13 10	1 13 6	1 18 11	3 2 6
Hormead, Great	..	£25 + house.	..	..	..	..	..
Hormead, Great	..	30 0 0	..	..	..	..	..
King's Langley .	..	30 0 0	..	13 14 6	..	1 8 8	2 6 6
Leavesden . .	..	20 0 0	..	0 3 3	..	0 14 5	5 7 4
Mimms (North), Brookman's Endowed School.	..	..	..	..	..	..	..
Mimms (North), Water End.	..	30 0 0	..	4 9 2	..	1 18 11	2 4 0
Sacombe . .	..	..	..	..	..	..	..
Sandon . . .	..	10+pence, and fuel and house.	..	..	..	0 10 0	2 10 0
Shenley . . .	..	..	..	..	..	..	..
Stapleford, Bull's-mill.	..	..	40 0 0	..	..	..	..
Tanwell, in Benjeo	..	..	..	..	..	..	..
Tring . . .	..	£20+half the pence.	5*s.* a-week.	..	..	..	..
Welwyn. . .	..	..	..	..	..	..	..
Willian . . .	..	30 0 0	..	2 12 4	..	0 17 11	..
SURREY.							
Addington . .	..	£24+pence	..	O	3 0 0	4 0 0	2 0 0
Chessington . .		£47	..	11 9 5	..	1 10 3	2 0 0

a Mistress—*continued.*

Other Expenses. £. s. d.	GENERAL OBSERVATIONS.
3 12 6	Children clean and orderly. Knowledge of Scripture improved since last inspection. Enunciation in reading good.
..	Children remarkably neat, clean, and orderly. Instruction of the first class highly satisfactory in composition, intelligence, and knowledge of the Scriptures.
..	Children neat and clean. Room confined. Instruction scanty. Needlework appears to be well done.
..	Children clean, orderly, pleasing in manner, are taught the Scriptures well, read well. The teacher has recently been changed. The school greatly indebted to the pains of the visitors.
2 1 0	An endowed school, in a close confined room. Children only partially examined. Might be more tidy. Most of the children learn some Scripture by heart.
..	Children clean, quiet, and orderly. Instruction very satisfactory, considering how short a time the school has been open (10 months). Building good.
..	The school a nursery for that for older children, kept in a cottage by a dame.
19 0 0	Room for improvement in the instruction and discipline. Children clean.
3 8 2	Children quiet, clean, and orderly. The upper class have learned a good deal of Scripture. Needlework good. School greatly indebted to the pains of visitors.
..	Discipline good. Instruction very satisfactory.
20 19 9 Clothing, &c.	Children clean. Some of the girls compose fairly. Singing good. Building good. Room for improvement in the individual teaching of the children.
..	School dismissed for the ordinary half holiday on the day fixed for inspection.
3 0 0	A residence recently added to the school, which has an internal communication with the schoolroom. Room for improvement in the instruction of the children
..	The children are taught the Scriptures intelligently and well. Writing and singing good. The gospel and epistle for the Sunday learned by several of the children. Discipline satisfactory.
..	The elder children have learned some of the historical parts of Scripture, as the Book of Ruth, the 22nd and 23rd chapters of Numbers. The practical parts of Scripture seem desirable, in my judgment, as stores for the memory. The children improved since last inspection. Some answer nicely.
..	Instruction scanty. Room for improvement in the discipline.
..	Mistress not (as it seems to me) competent to do the work of a teacher. Gentle in manner.
..	Children clean and quiet. Schoolroom built on the glebe. It seems desirable that it should be conveyed to trustees. The children need more individual questioning. It is desirable also that more Scripture should be committed to memory. All expenses paid by the rector.
2 11 8	School recently opened under a new teacher, who appears promising. The attendance increasing, so as that the schoolroom requires enlargement.
7 0 0	The first class greatly improved in the knowledge of Scripture since the last inspection. Three compose well. Discipline exact.
5 0 0 Rewards, &c.	Children quiet and orderly. Memory well stored with Scripture and good hymns. Master appears to have his heart in his work. Singing very good from Hullah's Tables.

Schools under

—	Present at Time of Inspection		Unable to Read at Sight Words of Four Letters.		Able to Read with ease.		WRITING. On Slates.		WRITING. On Paper.		ARITHMETIC. In the First Four Rules.		ARITHMETIC. In Compound Rules.		ARITHMETIC. In Proportion and upwards.		Number on Books for the last Six Months		Average Daily Attendance for the last Six Months	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Clapham, St. James	0	38	0	6	0	23	..	..	0	9	0	17	0	7	0	..	0	49	0	46
Compton . .	15	27	2	3	5	12	8	10	7	17	12	10	2	9	0	0	..	..	..	..
Croydon. . .	0	59	0	16	0	18	0	35	0	24	0	27	0	1	0	0	0	130	0	80
Ditton, Long .	19	29	8	8	4	13	9	16	1	5	1	3	4	13	0	0	..	..	..	..
Ham. . . .	0	54	0	4	0	16	0	34	0	20	0	24	0	16	0	0	..	58	..	48
Hambledon . .	19	33	4	4	5	15	2	8	12	18	4	8	6	5	0	3	40	44	20	30
Maldon . . .	8	13	5	3	2	4	1	5	2	7	0	7	2	0	0	0	9	16	..	..
Molesey, West .	17	22	14	..	0	4	..	..	0	5	0	3	..	..	..	..	..	..	..	..
Newington . .	40	101	39	57	0	18	1	3	0	20	0	16	0	0	0	0	180		120	
Nonbiton. . .	26	38	19	17	0	10	7	9	0	8	0	4	0	0	0	0	75		60	
Ockham. . .	9	29	9	12	0	5	2	5	0	15	0	15	0	0	0	0	..	51	..	50
Pirbright, (Mrs. Chuter's).	9	37	8	13	0	9	0	0	0	7	..	..	..	..	..	..	..	..	..	..
Pirbright, (Mrs. Vincent's).	2	17	1	5	0	4	0	0	0	1	0	0	0	0	..	..	..	..	..	..
Puttenham . .	22	13	9	4	4	2	15	9	7	3	11	4	0	0	0	0	23	15	..	..
Richmond, Clarence-street	0	63	0	10	0	11	..	20	..	14	0	20	0	5	0	0	..	..	..	74
Rotherhithe, York-street	0	38	0	13	0	16	0	16	0	12	0	14	0	0	0	0	..	..	..	..
Rotherhithe, Trinity Church.	0	25	0	11	0	9	..	..	0	15	0	12	0	2	0	0	0	46	0	20
Shirley . . .	22	31	7	6	1	9	18	17	1	5	9	10	0	0	0	0	27	31	48	
Sunbiton. . .	13	32	13	19	0	7	0	14	0	7	0	7	0	0	0	0	..	..	..	..
Witley . . .	0	18	..	..	..	..	..	..	0	14	...	..	..	..	..	..	..	..	..	..

a Mistress—*continued.*

Payments of the Children.	Age of Admission.	Age of Leaving.	Annual Subscriptions.	Annual Collections.	Annual Produce of Endowment.	School Fees.	Other Source of Income.
			£. s. d.	£. s. d.	£ s. d.	£. s. d.	£. s. d.
2d. 1½d. 1d.	..	..	..	No return.	..	..	..
..	..	..	..	..	..	..	..
1d.	6	14½	70 0 0	32 0 0	..	12 0 0	..
..	..	..	..	..	..	..	..
1d.	6	12	56 0 0	..	..	..	..
1½d. 0d.	4	12½	1 1 0	Rest paid by Incumbent.			..
2d.	5	11	4 0 0	0	0	10 0 0	0
..	..	..	..	..	..	..	..
1d.	3	12	See report of master's salary.			..	..
2d. & 1d.	2	8	15 0 0	..	..	15 0 0	..
1d.	2	13	All paid by Earl Lovelace.			5 0 0	..
..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..
..	..	..	All paid by the Clergyman.			..	..
2d.	6	11½	24 19 3	23 10 1	..	38 0 10	..
..	..	..	..	..	..	..	..
1d. 1½d. 3d.	7	..	50 0 0	7 0 0	0	25 0 0	..
1d. & 2d.	5	B. 8½ | G. 13	28 0 0	..	..	10 0 0	..
..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..

(*Continued on p.* 120.)

Schools under

—	Stipend of Master	Stipend of Mistress	Stipend of Assistant Master or Mistress	Repairs.	Furniture and Apparatus	Books and Stationery	Candles and Fuel
	£. s d	£. s. d.	£. s d.	£ s d.	£. s d	£. s d	£. s. d.
Clapham, St. James.	.	40 0 0	..	0 8 9	..	..	..
Compton . .	..	..	..	..	..	..	..
Croydon. . .	..	40 0 0	..	3 10 0	.	..	10 0 0
D tton, Long .	..	..	..	..	..	..	..
Ham. . . .	..	41 12 0	..	..	..	7 0 0	3 0 0
Hambledon . .	..	£7 + pence	..	..	..	..	..
Maldon . . .	..	20 0 0	..	..	..	0 10 0	3 10 0
Molesey, West .	..	..	..	..	..	..	..
Newington . .	..	45 0 0	..	See report of Master's School.			..
Norbiton. . .	..	10 0 0	0 8 0	O	O	O	0 15 0
Ockham. . .	..	26 0 0	..	5 0 0	..	..	..
Pirbright, (Mis Chuter's)	..	..	..	..	..	..	..
Pirbright, (Mis. Vincent's).	..	..	..	..	..	..	..
Puttenham . .	..	35 0 0	..	..	..	..	..
Richmond, Clarence-street.	..	£10 + pence	..	..	..	4 18 11½	11 5 3
Rotherhithe, York-street.	..	..	..	..	..	..	..
Rotherhithe, Trinity Church.	..	35 0 0	..	9 15 0	..	..	6 11 4
Shirley . . .	..	£15 + pence	..	2 19 8	0 7 6	5 0 0	2 0 0
Surbiton. . .	..	25 0 0	..	..	..	..	..
Witley . . .	..	..	..	..	..	..	..

a Mistress—*continued.*

Other Expenses.	GENERAL OBSERVATIONS.
£. s. d. 7 3 0 Rewards, &c.	Instruction very satisfactory. The children are taught the Scriptures carefully and with intelligence. More secular reading-books might be used with advantage. Discipline very pleasing. The only subject for regret appeared to be that there were not more to profit by the teacher's skill and pains.
..	Children have learned a great deal of Scripture, and are apt in citing it. Singing and needlework good. Reading respectable. Children orderly.
..	Children clean, quiet, and orderly. The first class compose well, write fairly, read well. If a girl stays after 14 she receives 3*l.* per annum as monitor. Mistress gentle and intelligent. School is greatly indebted to the pains of a lady.
..	Children clean, quiet and orderly. Instruction very satisfactory, considering the circumstances. School appears to be greatly improved since last inspection. A good deal of Scripture learned with intelligence. Composition good. Arithmetic remarkably accurate. The lower classes are well worked. The mistress appears to feel an interest in her work on the best grounds.
..	Knowledge of Scripture highly satisfactory, and instruction in other matters very pleasing. Composition good. Writing and reading good. Discipline most satisfactory.
£1 for cleaning.	Children very quiet, clean, and orderly. Writing good; arithmetic fair. More of the Scriptures might be committed to memory with advantage. Instruction, on the whole, highly satisfactory.
..	Children clean and quiet. Watts's Hymns, and some of the "Faith and Duty," learned by the elder ones.
..	Room for improvement in the instruction and discipline. Mistress not trained; wanting in method.
..	The older children ought to be taught separately from the infants, for whom the mistress, being a good singer, might do good service.
0	A mixed school of infants and older children, arrangements which present great difficulties. Room for enlarging and systematizing the teaching. Room also for improvement in the discipline.
..	Girls and infants taught together. The "Faith and Duty" learned by the upper children. The children read with understanding. The singing is pleasing. Children are clean and orderly.
..	Children have learned a good deal of Scripture, and get on well in their reading. Room for more exercise of their understandings. Mistress pleasing.
..	Under a pleasing mistress. Two of the children answer nicely. Room for improvement as to exercising the intelligence of the rest.
..	Children quiet, clean, and orderly. Mistress gentle in manner.
..	Discipline fair. Instruction respectable.
..	Building good. Children have not been long under instruction.
1 16 0	Children clean and quiet. Room for improvement in the instruction.
Rent £16	The elder children have learned a good deal of Scripture, and compose fairly on their slates. Amount of instruction appears to be visibly increased since last inspection. The younger children learn a great many hymns. Mistress pleasing.
..	Children clean and orderly. Mistress, on day of inspection, had been but a short time at her work.
..	An excellent specimen of a dame-school held in a cottage.

Schools under

—	Present at Time of Inspection		Unable to Read at Sight Words of Four Letters.		Able to Read with ease.		WRITING On Slates		WRITING On Paper		ARITHMETIC. In the First Four Rules		ARITHMETIC. In Compound Rules		ARITHMETIC. In Proportion and upwards.		Number on Books for the last Six Months		Average Daily Attendance for the last Six Months	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Wilts.																				
Calne . . .	0	101	0	15	0	47	0	72	0	29	0	37	0	8	0	0	0	110	..	..
INFANT SCHOOLS in Rooms																				
Bucks.																				
Iver	26	24	21	23	5	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Wendover . .	56		54		0	2	..	..	..	..	..	.	..	..	..	..	..	..	..	..
Hants.																				
Carisbrooke . .	73		46		15	12	..	..	..	..	..	..	..	..	..	..	93		71	
Hartley-Wintney	38		..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Havant . . .	31	30	26	24	5	6	..	..	..	..	..	..	..	..	..	..	75		63	
Longparish . .	15	19	14	17	1	2	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Newport . .	51	49	44	43	3	6	3	6	0	0	0	0	..	..	..	..	116		80	
Portsmouth (Point).	35	49	9	37	6	12	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Portsmouth, St. Mary.	92		..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Southampton, Trinity Church.	23	41	23	38	0	3	0	0	0	0	0	0	0	0	0	0	..	..	..	..
Southampton, St. Mary.	84		..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Whitchurch .	48	45	29	21	14	15	8	9	3	2	4	1	0	0	0	0	137		110	
Winchester, St. Maurice.	16	14	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Winchester, St. Thomas.	36	22	21	15	15	7	13	4	0	0	..	..	..	..	..	..	7	19	7	16
Herts.																				
Berkhamstead, Great	45		..	..	..	..	..	..	..	..	..	..	..	..	..	..	53		35	
Boxmoor . .	91		84		3	4	3	3	0	0	0	0	..	..	..	..	106		100	
Burnham Green, in Datchworth.	16	28	11	21	3	7	8	12	0	0	0	0	..	..	..	..	53		39	

a Mistress—*continued.*

Payments of the Children.	Age of Admission.	Age of Leaving.	Annual Subscriptions	Annual Collections.	Annual Produce of Endowment.	School Fees	Other source of Income.
			£. s. d.	£. s. d	£. s. d.	£. s. d	£. s. d.
1*d.*	6	13	36 0 0	..	..	16 5 10	..
fitted with a GALLERY.							
..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..
1*d.* & ½*d*	2	8	28 6 6	8 5 0	0 13 0	..	..
..	..	..	..	..	..	..	..
1*d.* & 1½*d.*	1¾	7	..	..	..	..	..
..	..	..	..	..	..	..	..
1*d.*	..	7	See Report of school under master and mistress.				..
..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..
2*d* & 1*d.*	..	..	20 8 6	13 14 0	O	26 4 3	..
..	..	..	..	..	..	..	..
3*d.*	6	..	9 0 0	..	6 0 0	6 10 0	..
O	2	6	..	..	25 0 0 during pleasure.	O	..
1*d.*	2	B. 7	49 0 0	..	O	..	O
1*d.*	1½	8	29 5 0	O	0 12 8	4 9 6	..

(*Continued on p.* 124.)

Schools under

—	Stipend of Master.	Stipend of Mistress.	Stipend of Assistant Master or Mistress.	Repairs.	Furniture and Apparatus.	Books and Stationery.	Candles and Fuel.
WILTS.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
Calne . . .	..	..	20 0 0	20 0 0	..	..	..
INFANT SCHOOLS in Rooms							
BUCKS.							
Iver	..	..	..	..	..	..	..
Wendover . .	..	..	..	..	..	..	..
HANTS.							
Carisbrooke . .	..	£20 + pence	..	12 6 8	..	0 12 2	1 3 3½
Hartley-Wintney	..	..	..	..	..	..	..
Havant . . .	..	..	..	..	..	..	..
Longparish . .	..	..	..	..	..	..	..
Newport . .	..	30 0 0	..	..	..	..	..
Portsmouth (Point).	..	..	..	..	..	..	..
Portsmouth, St. Mary.	..	..	..	..	..	..	..
Southampton, Trinity Church.	..	..	..	..	..	..	..
Southampton, St. Mary.	..	..	..	..	..	..	..
Whitchurch .	..	35 0 0	12 10 0	1 4 0	..	1 8 8	1 4 0
Winchester, St. Maurice.	..	..	No return.		..	..	..
Winchester, St. Thomas.	..	..	1 10 0	2 0 0	1 0 0	1 10 0	1 16 0
HERTS.							
Berkhamstead Great.	..	21 0 0	5 4 0	..	..	..	..
Boxmoor . .	..	£16 + pence	..	..	..	£8 in all + £2 12	
Burnham Green, in Datchworth.	..	£15 + coals	0	2 6 9	0 18 3	0 11 9	6 1 0

a Mistress—*continued.*

Other Expenses.	GENERAL OBSERVATIONS.
£. s. d.	
..	Discipline good. Children clean, quiet, and orderly. Knowledge of the Scriptures very satisfactory. Reading good. In arithmetic no great progress. The children are properly classed, and are taught with intelligence.
fitted with a GALLERY.	
..	Room for improvement in the energy and intelligence of the teaching, which fails to interest the children as it ought. Mistress wants training rather than information.
..	Mistress pleasing; she would, in my judgment, be much improved by being trained at the Home and Colonial Model Infant School.
1 14 5	The children appear to be well managed, and remarkably well taught in all respects.
..	Excellent building. Mistress has been trained at the Home and Colonial Infant School. Every prospect of an excellent school. The children were not examined. They had only been in attendance six months.
..	Instruction remarkably satisfactory in all respects. Discipline pleasing.
..	. . . . .
..	An excellent school. The mistress is self-possessed and painstaking, and has much intelligence and skill.
..	A very pleasing, careful mistress, who appears to do her work under a religious sense of duty.
..	I recommended the mistress being sent to the Home and Colonial Infant School to be trained: she is cheerful and sings well.
..	School visited at a disadvantage.
..	Children orderly.
2 4 6	Discipline very satisfactory. Children sing nicely, and appear to be governed by love. Instruction in the Scriptures respectable; in other matters scanty. The school about to be improved by removal to a larger room, where the infants will be separated from the older children. Each of the elder children has learned a chapter of the Bible by heart, besides several detached texts. Reading fair.
..	School only recently opened. The children have learned some texts of Scripture. Building good.
23 0 0 Rents.	Discipline good. Instruction in the Scriptures, in intelligence, and reading very satisfactory.
..	Children not examined; they appear clean, and they sing and march fairly well. Excellent building.
for cleaning.	Straw-plaiting taught. Some knowledge of Scripture, and some few hymns learned. Mistress appears to love her work.
4 3 6	Discipline very pleasing. Instruction, considering the circumstances, very satisfactory. The upper class read in the New Testament, and have learned several sections of the "Faith and Duty." All are learning hymns. Singing good. Mistress, since the last inspection, has been trained at the Home and Colonial Model Infant School, with excellent success.

Infant Schools in Rooms.

—	Present at Time of Inspection.		Unable to Read at Sight Words of Four Letters.		Able to Read with ease.		WRITING. On Slates.		WRITING. On Paper.		ARITHMETIC. In the First Four Rules.		ARITHMETIC. In Compound Rules.		ARITHMETIC. In Proportion and upwards.		Number on Books for the last Six Months.		Average Daily Attendance for the last Six Months.	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Bovingdon . .	56		41		11	4	7	2	4	2	4	0	0	0	0	0	..	..	..	..
Bourn End, in Bovingdon.	30		Children not all assembled.				..	..	..		..	..	..	..	..	..	..	..	..	..
Chipperfield .	41		30		5	6	..	..	0	0	..	..	..	..	..	..	44		..	..
Hemel Hempstead	52		49		2	1	..	..	..	..	..	..	..	..	..	..	..	..	47	
Hoddesdon . .	70		54		7	7	..	..	..	..	..	..	..	..	..	..	105		85	
King's Langley	25	21	23	21	2	0	8	2	0	0	..	..	..	..	..	..	..	..	..	..
Mimms, North Water End.	17	11	16	10	1	1	0	0	0	0	0	0	0	0	0	0	..	..	..	..
Shenley . .	19	13	14	11	5	2	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Stapleford, Bullsmill.	12	28	12	16	0	2	0	0	0	0	0	0	0	0	0	0	29		..	..
Ware . . .	..	33	46	32	1	1	..	..	..	..	..	..	..	..	..	..	134		96	
Watford . .	46	50	42	45	4	5	7	9	..	..	..	..	..	..	..	..	100		80	
Watton . . .	37	43	35	34	2	9	..	..	..	..	..	..	..	..	..	..	95		70	
Westmill . .	19	39	15	11	0	8	0	5	0	16	0	13	0	3	0	0	..	..	23	30
Woolmer Green, in Welwyn .	16	33	15	27	1	6	0	0	0	0	0	0	0	0	0	0	..	..	15	41
SURREY.																				
Croydon. . .	136		127		6	3	..	..	..	..	..	..	..	..	..	..	160		130	
Englefield Green	60	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Ewell . . .	16	12	16	12	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Godstone . .	63		38		8	17	..	..	0	0	0	0	0	0	0	0	..	..	106	
Ham . . .	29	29	22	26	7	3	..	..	0	0	0	0	0	0	0	0	74		64	
Hersham . .	32	28	27	21	5	7	3	6	0	0	2	6	0	0	0	0	40	46	34	35
Limpsfield . .	8	17	7	10	1	7	0	0	0	0	0	0	0	0	0	0	24		16	
Loseley (Littleton) . . .	18	33	6	13	6	8	8	19	5	3	9	12	0	0	0	0	..	..	..	..
Oxtead . . .	72		..	..	..	..	..	..	..	..	..	..	..	..	..	..	111		..	..
Redhill, in Reigate . . .	32	27	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Richmond . .	67	51	54	37	13	14	14		0		..	..	..	..	..	..	..	..	..	..

fitted with a Gallery—*continued.*

Payments of the Children.	Age of Admission.	Age of Leaving	Annual Subscriptions.	Annual Collections	Annual Produce of Endowment	School Fees.	Other Source of Income.
			£. s. d.	£ s. d	£. s. d.	£. s. d.	£. s. d
..	2	7	..	..	..	..	..
..	..	..	..	..	..	..	..
1*d* & ½*d*	..	..	20 0 0	O	O	5 0 0	O
2*d*. & 1*d*.	2	6	22 0 0	..	..	..	..
1*d*.	2	6	30 15 0	8 0 1	..	11 17 9	..
..	..	..	..	..	..	..	..
O	..	..	12 10 0	..	..	O	..
..	..	..	..	..	..	..	..
..	..	5	School supported by Landowner.				
1*d*.	2	6	See return of schools under master and mistress.				..
..	..	..	..	..	..	..	..
½*d*.	2	6½	..	..	..	£20+pence	..
½*d*.	3	14	..	No Return.		..	..
½*d*.	1½	12	..	..	..	..	..
½*d*.	2	7	..	..	..	..	..
..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..
1*d*	2	8	..	..	..	..	..
1½*d*.	1½	6	40 0 0	..	..	..	..
2*d*. & 1*d*.	2	8	47 14 6	..	..	14 14 0	..
1*d*.	..	..	10 19 6	..	..	3 6 9½	..
..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..

(*Continued on p.* 128.)

Infant Schools in Rooms

—	Stipend of Master.	Stipend of Mistress.	Stipend of Assistant Master or Mistress.	Repairs.	Furniture and Apparatus.	Books and Stationery.	Candles and Fuel.
	£. s. d	£. s. d.	£. s. d.	£. s. d	£. s. d	£. s. d.	£. s. d.
Bovingdon . .	..	30 0 0	..	..	..	..	..
Bourn End, in Bovingdon.	..	..	..	..	..	..	..
Chipperfield .	..	20 0 0	..	0 10 0	0 16 0	..	4 19 6
Hemel Hempstead	..	30 0 0	..	..	..	..	..
Hoddesdon . .	..	36 8 0	2 12 0	0	..	..	1 4 6
King's Langley	..	..	..	..	..	..	..
Mimms, North Water End.	..	..	..	..	..	..	..
Shenley . . .	..	..	..	..	..	..	..
Stapleford, Bullsmill.	..	10 0 0	..	0	..	1 16 4	..
Ware . . .	..	£20 + fees	..	..	..	..	..
Watford . .	..	..	..	..	..	..	..
Watton . . .	..	..	..	..	..	..	..
Westmill . .	£25 + pence	..	No return	..	..	..	..
Woolmer Green, in Welwyn .	..	20 0 0	..	..	..	..	..
SURREY.							
Croydon . .	..	..	..	..	..	..	..
Englefield Green	..	..	..	..	..	..	..
Ewell . . .	..	..	..	..	..	..	..
Godstone . .	..	26 0 0	2 16 0	30 0 0	5 0 0	..	5 0 0
Ham . . .	..	..	..	..	..	..	..
Hersham . .	..	30 0 0	..	2 17 9	21 14 6	0 3 0	8 6 0
Limpsfield .	..	13 5 0	1 1 6	0 15 11	..	..	..
Loseley (Littleton) . . .	..	..	..	..	..	..	..
Oxtead . .	..	..	..	..	..	..	..
Redhill, in Reigate . . .	..	..	..	..	..	..	..
Richmond . .	..	..	..	..	..	..	..

fitted with a Gallery—*continued.*

Other Expenses. £. s. d.	GENERAL OBSERVATIONS.
..	A pleasing school, under a well-trained, intelligent mistress.
..	Children only partially examined, the time of my visit not being the proper hour of their attendance. Appearance and manners of the mistress very pleasing.
8 11 0	Singing good. Children clean; the upper ones got on well in reading. Mistress pleasing.
..	Mistress appeared to understand and to love her work, and give herself to it intelligently. School, as yet, not opened 12 months. Mistress was trained at the Home and Colonial Infant School.
3 0 5	Pleasing mistress; likely to be benefited much by proper training. The upper classes get on fairly well in reading.
..	Mistress has been recently in weak health, so that her school is visited at a disadvantage.
..	Children clean; they are removed, as soon as they have mastered the first step in reading, to the adjoining school.
..	Room well furnished; the children are taught remarkably well.
..	A pleasing school considering the extreme youth of the teacher, who, if trained, might prove an excellent mistress.
..	Mistress appears likely to be improved by training.
..	Children very quiet, clean, and orderly; under gentle but efficient discipline. Mistress appears to love her work, and to do it with faithfulness. The school a pattern of neatness.
..	A very pleasing school under an intelligent, capable, and industrious mistress. The children are taught with great pains, skill, and success. The elder ones read with remarkable distinctness.
..	Children very neat and clean. Instruction of the little children good. Several chapters of Scripture learned by the older children. More, perhaps, might be done in quickening their intelligence.
..	Mistress has intelligence, activity, and interest in her work; would be improved by proper training. Children appear happy; some of the elder ones answer nicely. Room confined.
..	Room for improvement in the discipline and instruction.
..	Children not examined.
..	A pleasing school.
..	Discipline good. Children are cheerful, and sung well; they have learned a considerable amount of Scripture.
..	Mistress very pleasing. Children sing well. The instruction did not appear to me quite so satisfactory as at my last visit. Discipline good.
£5 Insurance; cleaning.	Instruction in the Scriptures very satisfactory. Singing good. Discipline very good. Mistress trained at the Home and Colonial Model Infant School.
0 2 1½	Children sing well, and get on well in reading.
..	Discipline very good. Fourteen of the children have little gardens. Many of the elder children have learned chapters of Scripture. Some are able to compose a little on their slates. Building excellent in all respects, except that the floor is of brick. Greatly indebted to the constant pains of the wife of the gentleman on whose property it is built, and by whom it is wholly supported.
..	Discipline very good. The children are taught with pains and intelligence. The school, from accidental circumstances, not seen to the best advantage.
..	The proper teacher in training at the Home and Colonial Model School at the time of my inspection.
..	Room confined. Singing good.

Infant Schools in Rooms

—	Present at Time of Inspection.		Unable to Read at Sight Words of Four Letters.		Able to Read with ease.		WRITING. On Slates.		WRITING. On Paper.		ARITHMETIC. In the First Four Rules.		ARITHMETIC. In Compound Rules.		ARITHMETIC. In Proportion and upwards.		Number on Books for the last Six Months.		Average Daily Attendance for the last Six Months.	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Richmond, Clarence-street	47	29	36	24	11	5	6	0	..	..	..	..	..	..	..	..	72		51	
Richmond, New	87		74		0	13	..	..	..	..	..	..	..	..	..	..	100		60	
Rotherhithe, Christ Church	31	28	25	21	6	7	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Rotherhithe, Trinity Church	43	20	32	18	11	2	8	0	0	0	7	0	..	..	..	..	118		64	
Rotherhithe, Deptford-road	73		63		2	8	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Rotherhithe, York-street	47		40		6	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Thames Ditton	38	34	33	30	5	4	24	0	0	0	0	0	..	..	..	..	80		65	
WILTS.																				
Calne	39	36	34	26	5	10	..	..	..	..	..	..	..	..	..	..	..	..	..	..
HANTS.	Inspected in 1845, but not entered.																			
Fratton	33	24	27	12	5	10	3	9	0	1	0	0	0	0	..	..	..	..	..	..
Kingston Cross	23	33	17	19	5	8	7	17	0	0	0	4	0	0	..	..	..	..	..	..

fitted with a Gallery—*continued.*

Payments of the Children.	Age of Admission.	Age of Leaving.	Annual Subscriptions.	Annual Collections.	Annual Produce of Endowment.	School Fees.	Other source of Income.
			£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
2*d.* & 1½*d.*	2	7	..	See Return of mistress's school.			..
2*d.* & 1*d.*	2	6	..	See Return of master's school.			..
..	..	..	..	..	..	..	..
1*d.* 1½*d.* 3*d.*	2	7	See Report of mistress's school.			..	..
..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..
2*d.* & 1*d.*	2	..	..	See Report of school for older children.			..
..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..

Infant Schools in Rooms

—	Stipend of Master.	Stipend of Mistress.	Stipend of Assistant Master or Mistress.	Repairs.	Furniture and Apparatus	Books and Stationery	Candles and Fuel.
	£. s. d.	£. s. d.	£. s. d	£. s. d.	£. s. d.	£. s. d.	£. s. d.
Richmond, Clarence-street .	..	£10+pence	..	..	..	..	..
Richmond, New	..	..	..	..	..	..	..
Rotherhithe, Christ Church	..	..	..	..	..	..	..
Rotherhithe Trinity Church	..	40 0 0	5 0 0	See report of mistress's school.			..
Rotherhithe, Deptford-road	..	..	..	..	..	..	..
Rotherhithe, York-street .	..	..	..	..	..	..	..
Thames Ditton .	0	45 0 0	5 0 0	..	..	..	..
WILTS.							
Calne . . .	..	..	..	..	..	..	..
HANTS.							
Fratton . . .	..	..	..	..	..	..	..
Kingston Cross	..	..	..	..	..	..	..

fitted with a Gallery—*continued.*

Other Expenses £. s. d.	GENERAL OBSERVATIONS.
..	Children in excellent order, under a very pleasing, gentle mistress.
..	Examination of the children interrupted unavoidably.
..	Room for improvement in the instruction and discipline.
..	Children under very pleasing discipline; they march and sing nicely. Mistress loves her work and is happy in it.
..	The children taught excellently well.
..	Mistress very young; does her work well in teaching singing and maintaining order. The children repeat several pieces.
..	Children very clean; taught with great gentleness, order, and intelligence. The school in all respects a highly satisfactory one.
..	Singing good. Children only partially examined; they appear to be under good teaching and discipline. Mistress absent at the time of my visit.
..	. . . . .
..	. . . . .

In entering now on the eighth year of my work as Inspector of Schools, I have but little to add in the way of general observations to those which have been already noticed in previous Reports.

No one who has taken pains to observe what has been going on in our schools for the poor will, as I suppose, fail to recognise, during the last seven years, a happy progress in the right direction. The plans and minutes, as well as the counsel and help afforded by your Lordships, have doubtless contributed mainly to the improvement visible in the construction of school-buildings. More attention is gradually being directed to the choice and arrangement of the subjects of instruction, and (what is of chief importance) the effects of our training schools are being distinctly felt, in the rise which has taken place in the attainments, qualifications, and character of our teachers.

Unless our teachers be living in the fear of God, and be struggling to do their work as that which has been allotted to them by Him, and in the faithful discharge of which they may confidently look for spiritual help, all the pains that may be bestowed on our educational establishments are comparatively useless. It is acknowledged that right moral training is the first object to be aimed at: but what means are so effectual to this end as the example of the teacher? Children are acute observers, and it is notorious that they learn more by the eye than by the ear; a gesture or a glance will set their imaginations at work; they expect also a sort of perfection in those who are set over them as their guides: most careful, therefore, should we be to do all in our power to avoid that shock to their moral sense which must result from the observation of gross faults in those whom it is their duty to respect. *Maxima debetur pueris reverentia.* It is remarkable also how much skill in the production of merely intellectual results is attained by those whose qualifications may have been originally scanty, but who love their work, and persevere with zeal therein. After visiting a school of humble pretensions in a village in Hertfordshire, where the teaching seemed to me to accomplish, in an admirable manner, the highest purposes aimed at by such an institution, I was very much struck by the observation of a lady who was daily at work therein, rendering cheerfully her unbought services, who said to me, "We endeavour to train these children aright for what will be required of them hereafter, assured that if we succeed in this, they will not be found deficient in the discharge of those duties that may be required of them here."

My desire that teachers should realize the responsibility of their position has led me to regard with extreme jealousy any proposal that might seem to limit the services of a schoolmaster for the poor to the communication of secular instruction; unless the teacher feels that he is intrusted with the training of the noblest part of the child's nature, I do not believe that, in ordinary cases, the most serious men will give themselves to the work of school-keeping.

Certainly the teacher who regards mainly the intellectual development of his pupils, loses that which is a great solace to such as, on the highest grounds, follow this calling. It may be considered wearisome to be day after day before an irregular class of half-reclaimed urchins teaching them that twice two are four; and, under the most favourable circumstances, the schoolmaster's calling is necessarily a harassing one, involving, when honestly persevered in, a great expenditure of spirit and energy; but if the teacher, standing at his class, feels that the little ones around him are his flock, whom he by his care and industry may be the means, under the Chief Shepherd, of feeding and guiding to their future and enduring, as well as their present and transitory well-being, surely he will have hope and encouragement in his work: as he is intrusted with a talent of the highest value, he will feel that if he be faithful in the use thereof he will receive at the last the highest reward. Such an one may be expected to crave more of that support which is given to all that rightly ask for it, and without which nothing that is truly good can ever be accomplished by man. Such an one, moreover, as it seems to me, ought not to be fettered in the exercise of his discretion as to the occasion, manner, and extent of such appeals as he may deem needful to be made to those motives which must be most effective with his pupils, their fear and love of God, and their regard to His written will. The schoolmaster of the poor ought (in my judgment) to be trusted with the most important teaching of the poor—a fellow-labourer with the minister of religion. If the schoolmaster be not so trusted, many favourable opportunities for dropping here and there seed which may prove fruitful in infinite good, will, as I think, be lost. Commonly, those observations that seem to rise spontaneously, and that take children by surprise, produce impressions more lively than direct teaching; they are remembered by us, and acted upon during all our subsequent lives.

A few years ago, it was no uncommon thing to hear persons in the educated ranks of society say, "Our schoolmaster is a very good one, but, unhappily, he is a little given to drinking," or "We cannot in a small place like this expect him to attend very regularly to his boys." Such persons meant that their village schoolmaster could produce copy-books fairly written, or sums in the rule of three accurately worked by his elder scholars. And as the school was regarded only as a place where children could learn reading, writing, and arithmetic, the qualifications of the master were measured as if he were simply an instrument for developing facilities in these exercises, and not a moral agent who, in all his intercourse with his pupils, was communicating habits of thought and action most influential on the present and future interests of society, a disseminator of principles the growth and operation of which are absolutely boundless.

The inspection of a school sometimes causes considerable disap-

pointment to those who believe themselves to be well acquainted with the attainments of the children. For example, a class has been used to answer simultaneously, and, as a consequence, two or three of the more forward children have been suffered, without any very severe scrutiny, to lead the answers of the rest. The Inspector, in his examination, finds that all the answers that are made to his questions are repeated with a sort of shout from the entire class. This result is annoying, for it is plainly not favourable to the exercise of thought and reflection on the part of the children; there is a hurry to seize on an answer that will pass muster, and a seeming quickness is attained by a few at the expense of the solid improvement of all. There is also an unreality about such a display which is still more distressing. These evils would have been avoided if the children, when questioned, had been habituated to hold out their hands in silence, in cases where they believed themselves capable of giving a right answer; the master has then the opportunity of detecting the laggards, and the children of slower parts are encouraged and helped to exertion. In cases where simultaneous answering appears to be the rule of the school, I have commonly, after a short interval for such a display, removed those who appeared to be the most ready, and set them to an exercise in composition, when, on proceeding with the examination of the rest, it has frequently been revealed to the school-managers that a large proportion of those children who appear, in company with others, to play their parts so well, habitually suffer their companions to supply, on their behalf, almost the entire sum of mental activity developed by such a method of teaching. The simplest questions in religious knowledge put to children at the top of the class, unless exhibited in that form according to which answers have been learned by rote, will occasionally elicit either no answers at all, or answers that give tokens of astonishing ignorance. Even in such a matter as arithmetic, wherein the children's progress can be more exactly tested, I have known (in a school where the master was doing his work to the entire satisfaction of those managers who expressed an opinion, the master having been highly trained, and receiving an adequate salary) half the first class of boys, taken alternately as they stood, being tried in numeration, and required to set down, from dictation, four lines of figures, neither of which exceeded four places, and yet the result showed that only one boy out of twelve could express in numerals aright such a number as 4050. In the same school, consisting of four classes, no child in the second class could read a verse in the Gospel with tolerable accuracy, the reading-lesson having been left habitually to the care of an incompetent monitor; no child also in the same class (although the Catechism was repeated with fair accuracy) could explain the meaning of such words as *succour, slandering, member,* and the like. In such cases something must be allowed for the flurry of the children on being placed in a new position, and

much also may perhaps be laid to the charge of the Inspector in making an unhappy start in the examination; perhaps by a question too easy or too difficult at the outset, he may have caused perplexity, instead of giving confidence and assurance to the children: but, after every drawback that can be fairly made on these grounds, it is hoped that an honest teacher will, on reflection, be convinced that he has not done his duty. One who is fertile in excuses will occasionally come forward, and urge that he has so many hindrances with the parents, that, in fact, it can only be expected of him that he will succeed where his endeavours are seconded with the parents' care; at the same time, he will point to the more forward children and say, "This is the gardener's son, that the carpenter's, the third is the policeman's" (for, in a neglected school, the quicker children will generally be found to belong to one or other of these families); but the teacher, in such a case, forgets that it is not his part to take credit for the pains that are bestowed at home, but to set before him, as his aim, to do all that can be done to raise the condition of the mass. One or two children who have made advanced progress afford no proper evidence of a teacher's faithfulness; where pains are rightly bestowed on a school, the instruction will, in a great degree, be found to be diffused equably, and the laborious teacher will often be rewarded by marked success in cases where, if he had judged from the condition of the parents, success would have appeared most hopeless. The experience of every one who has had much to do with schools will supply examples of this, and, in such cases, success may have a double value when, as it does sometimes happen, the parent's heart is reached through the instruction given to the child.

Sometimes, on the detection of an unexpected amount of inertness and ignorance in the children, a teacher has come forward and said, "Only a short time since I was explaining, for a considerable time, that very point to these children." But one wishes then that the teacher should consider well whether he be sufficiently careful in assuring himself that his children apprehend the substance of that which he desires to communicate to them. It is a common error to suppose that because one has told children the same thing a number of times, they may be expected to have learned it. Many a good teacher would, perhaps, say of himself, "*I tell my children nothing.*" However this may be, certainly one of the main objects to be aimed at in instruction is the cultivation of habits of investigation in the children, to lead them to search for themselves. He who questions well, so as to stimulate the desire for information, and to suggest the proper fields for inquiry, undoubtedly teaches well.

Our training-schools have strongly impressed on the pupils sent out from them, the necessity for daily and careful preparation of the lessons to be delivered; and those teachers who do not attend to this recommendation cannot expect any reasonable amount of success

from their pains. Labour is needed for the continual acquisition of fresh stores, as well as for the skilful arrangement of such as we possess in our endeavours to be the teachers of others. An anonymous writer on the work of catechising, observes :—

" One qualification for a good catechist is, to have a large stock of information whence you may draw your instructions. But here you must exercise your judgment in the choice of materials. Study each part of the Catechism before you begin to explain it, and examine what is the most essential point in it to be explained. Dwell most upon that; turn it in different points of view till the children understand it; then they will have the *substance.* After that, you may explain to them points which are not essential, but which will give them a more enlarged knowledge of religion. But be sure to give them the substance, the solid, essential matter *first*, otherwise you may say many fine things, and leave your hearers, after all, in ignorance of what is necessary to salvation. To do what is here recommended, it will be necessary to go through the different parts of the Catechism in your private studies, and gain a correct knowledge of what is most essential in each part. Impress that knowledge most strongly on your own mind, and it will then be always ready for practice. In catechising, use plain language, avoiding hard *dictionary* words. There is a language quite classical which is intelligible to most people, even to the uneducated. *That* you should adopt, if you wish to be understood. If you find that you are not understood, vary the expression in every way you can until you have expressed yourself intelligibly. Till you experience it, you can hardly credit the stupidity of some persons. Follow the same method of explaining the Catechism in each course of instruction upon it. After teaching the whole of it several times, you will see the method most proper and best suited to convey the meaning, and you cannot do better than follow that through life, always, of course, striving to improve upon it by adding what you may learn from study, or what the Holy Spirit may suggest. If you had no regular system of instruction, you would be frequently at a loss when called upon to catechise, and might often leave out what is essential." (*The Christian Teacher*, Dublin, 1846, pp. 102, 103.)

There are some schools which cannot, on the whole, be considered as ill taught, in which, from the first glance at the children, one is inclined to judge that the master exercises very little authority. On further examination, it may perhaps be observed, that the master has a severity of aspect and manner, that he is continually speaking to the children, often in a harsh or querulous tone of voice, and singling out the boys by name; and, perhaps, a closer inspection may show that there is a total want of method in the arrangements of the school,—the time-table is not adhered to, the necessary school materials (*e. g.* the slate pencils) are not readily producible, the transition from one exercise to another is made without any mechanical skill, the book-cases, cupboards, or boxes, not excepting even the master's own desk, are mere receptacles or hiding-places for lumber.

Now the value of punctuality and order is acknowledged by all, and of these the school ought to be a pattern. Also among the

chief virtues of a good schoolmaster, next after gravity, De la Salle places silence. By gravity, he would understand such a quality as produces seriousness of manner, mild and modest, but always *even;* and by silence, he understands *a wise discretion in the use of speech,* which indeed is the foundation of good discipline in a school. A venerable clergyman (than whom, as I imagine, no one would have greater weight in pronouncing as to the qualifications of a good schoolmaster) said to me, in reference to a teacher whom he was commending, "*His voice is never heard in his school, and his influence is fully felt out of it.*"

A quiet and well-arranged system of signs contributes much to good discipline in a school. The teacher, being thereby relieved from the necessity of frequent speech, is spared agitation and fatigue. The scholars, too, are in this way reminded of their duty in the gentlest manner, and an inattentive pupil is not driven to stubbornness, as is too frequently the case when he imagines his character for good order lost by his name being repeated aloud as that of a refractory pupil in the hearing of his fellows. A good disciplinarian will, in ordinary cases, keep his children quiet by a glance of kindness; and when the need for speech arises, the words will be the fewest possible uttered in the gentlest tones. Such an observation as "One little boy is speaking louder than is necessary," if heard by a score of offenders, will probably be applied by the consciences of each, and produce immediate silence.

The harass of spirits necessarily attendant upon constant intercourse with a large number of children, makes that preservation of an even temper which is absolutely requisite for the good management of a school, a sore trial to many teachers. An old-fashioned schoolmaster, John Brinsley,* writing on this subject in his *Ludus*

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* That this writer is no mean authority, will be apparent to those who consider the following observations, in which, at the close of his work, he sums up under nineteen heads the matters which he desires may be kept ever in memory to be continually put in practice by the master:—

"1. To cause all to be done with understanding.

2. To cut off all needless matters, so much as may be, and to pass by that which is unprofitable.

3. To note all hard and new words, to observe matter, and phrase carefully.

4. To learn and keep all things most perfectly as they go.

5 To have few forms (i. e. *classes*).

6. To discourage none, but to draw on all by a desire of commendation.

7. To stir up to emulation of adversaries, and to use all good policy for one to provoke another.

8. Continual examining, which is the life of all, and chiefly posing (i. e. *questioning*) the most negligent.

9. Right pronunciation.

10. Some exercise of memory daily.

11. To have the best patterns for everything, and to do all by imitation.

12. The master to stir up both himself and his scholars to continual cheerfulness.

13. Constancy in order.

To these we may add,

14. To get an idea or short sum and general notion of every treatise or chapter.

15. To parallel all by examples, or to give like examples for each thing, and where they have learned them. [16.

Literarius, published 1612 (p. 293), exhorts his brother schoolmasters specially to remember three things:—

"1. So much as ever we are able to have our eye continually round about the school upon every one, and namely, the most unruly to keep them in awe; and that we keep order strictly in every thing at all times, as specially in all examinations and tasks, and our times for every thing most precisely, that they may look for it; for omitting them some times makes the best too careless, and some bold to offend, in hope that they shall not be seen, or not called to an account; whereas, by the contrary, they grow into a habit of painfulness and obedience.

"2. Studying to put on a fatherly affection, and to deal so with them as a good father among his children. This shall also bring them, or many of them, to the affections and dutifulness of loving children, to do all of conscience.

"3. Labouring to be like Enoch, to walk in all our plans with God, as ever in His presence, His eye always on us, that He observes all our ways, and will reward and bless us according to our conscience herein: thus to walk before Him until He translate us hence, being as little absent from our place and charge as possible may be, cutting off all unnecessary occasions. Oft absence of the master is a principal cause of the scholar's negligence and not profiting, with the grief and vexing of the master arising therefrom."

This writer, in another passage, utters a strong protest against a practice which, I regret to say, has not yet disappeared from our schools—I mean that most objectionable one of the master having always at hand a cane, or some other instrument of corporal punishment. If any schoolmaster read these lines, and feel that he is not clear of this charge, I would earnestly beg of him to reconsider his conduct in this respect. Although one should commit an error in deciding, without further inquiry, that such a schoolmaster was a bad one, I would readily stake the value of all the experience that an observer in my condition might be supposed to acquire, on the assertion, that such a schoolmaster is not nearly so efficient as he might be if he would lay down for himself the rule that he would keep a record of every corporal punishment administered, and in no case suffer himself to inflict it except after the interval of an hour or two for reflection. I know one schoolmaster of admirable integrity and seriousness of character, whose diligence in his work has been most successful, but who was, when

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16. To see that they have all necessaries.

17. To countenance and prefer the best, to be marks for the rest to aim at, and that all may be encouraged by their example.

18. Maintaining authority by careful execution of justice in rewards and punishments with demonstration of love, faithfulness, and painfulness in our place, with gravity; working by all means a love of learning in the scholars, and a strife who shall excel most therein, of a conscience to do most honours and service unto the Lord, both presently and chiefly in the time to come.

19. In a word, serving the Lord with constant cheerfulness in the best courses that he shall make known unto us, we shall undoubtedly see his blessing according to our hearts."

young, accustomed to a sea-faring life, and perhaps, therefore, from early associations he was less thoughtful as to the effects produced by rough handling on the characters of children. This master has produced an entire change in the administration of his school by adopting the above-mentioned rule. His scholars were often treated with some severity;* it was supposed that there was a daily need for the cane; but when I last visited his school, there had been only two occasions for its employment during the lapse of several months, and while the discipline of the school was far more equable and satisfactory, the master's own happiness was sensibly increased by the results produced in his temper and feelings by the change.

I know of another school in sad disorder where the cane is daily made use of, and where, on my expressing a doubt as to the wisdom of such a licence, it was urged that there was a peculiar wilfulness in the boys of that town which required to be kept under by habitual severity. I felt that means were being taken to perpetuate this wilfulness, but that to those who could use such an argument my representations could be of little avail, and I did not press my suggestion. But a friend has since pointed out to me a passage in the first book of Eadmer's "Life of Anselm," which seems to me to put the matter happily, and which, I hope therefore, to be pardoned for briefly noticing here. Eadmer relates (fol. ed., Par. 1721, p. 8) that Anselm, being at a monastery, the abbot consulted him as to the education of the boys there, complaining, at the same time, that they were sadly perverse, indeed incorrigible, and yet night and day they were continually beating them, but still they grew worse and worse. At which Anselm, being astonished, said, "Do you never give over beating them? When they grow up to be men how do they turn out?" "Dull and brutish," (*Hebetes et bestiales,*) was the reply. On which Anselm observed, that it was but a poor return for all the pains and expense they were at in the education and maintenance of these children, if the end attained were the transmutation of human beings into brutes. "But," rejoined the abbot, "What must we do then? we keep them as tight as we can, yet we do not succeed." "Keep them tight," said Anselm: "suppose you were to use the young trees in your garden thus, and allow them no freedom, what sort of timber would you get?" "None but what was crooked and useless." "Are you not," rejoined Anselm, "producing the same effects in your boys? as they do not observe any love or kindness in your dealings with them, they think that you have no

* If a doubt should arise in the minds of any, as to the possibility of a man being a good schoolmaster, against whom severity could be justly charged, perhaps the example of Dr. Busby may be quoted as conclusive on this point; but then, besides being "an encourager of virtuous forward youth, of great learning and hospitality," Wood says of him, "that he was a person eminent and exemplary for piety and justice;" doubtless the existence of these qualities in any one will do much towards making up for other deficiencies.

other motives in your discipline than envy and hatred, and so it turns out, most unhappily, that they grow up full of hatred and suspicion. He who is but young needs gentle treatment—he must be fed with milk; cheerfulness, kindness, and love are the means whereby such are to be won to God;" on which it is recorded, that the abbot fell on his face, and confessed his error, and asked pardon of God.

As an appendage to this history, perhaps the following notice of what passed in a ragged school at Bristol, extracted from the newspapers, may be pardoned by your Lordships:—

"Whilst one of the visitors was at the school during last week, a boy of about thirteen was seen to be extremely violent and refractory, a teacher endeavouring to lead him to the bottom of the class for inattention. He obstinately resisted, and stamped with rage. The master observing the conflict, went to the boy, patted him gently on the head and cheek, and begged him to be a good boy. In a minute, before the master had quitted him, it came again to his turn to be asked by the teacher one of the arithmetical questions of the lesson, when he cheerfully and promptly cried out '48,' the proper answer. The crimson flush of anger had left his face; his countenance was as bright and placid as if the last few moments had not witnessed the storm that had agitated his passions, and he became quiet and docile. The visitor asked the master about him. He replied, 'That boy is the most unmanageable one in the school; he is clever, but very passionate. He has kicked my legs (happily he has no shoes); he has pelted me with mud in the streets. I have dismissed him from the school, but allowed him to come again on his earnest entreaty and promise of good conduct. If I had struck that lad when he was so irritated, or spoken harshly and angrily to him, his fury would have been quite ungovernable, but *he can't withstand a word of kindness.*'"

This matter of punishment is confessedly one of great difficulty. It is a maxim as old as the time of Augustine, that punishment should be regarded as the work of the physician who loves the patient, and who simply desires to root out the evil, and that *Nihil sic probat spiritualem virum quam peccati alieni tractatio.* Certainly, therefore, punishment should not be administered without a good deal of thought and observation as to the characters of those on whom it is inflicted. Habitual severity has a tendency to stultify the mind, and to debase the heart. It has been observed, that a scholar should never be struck unexpectedly, for, by such treatment, the children are filled with fear and inquietude whenever they see the master approach. ("The Christian Teacher," p. 55.) That a punishment which is not cared for does more harm than good; that it is not desirable, therefore, that a trivial punishment should be shared by two offenders at once; they will almost enjoy it. ("Advice to Monitors in National Schools.") That it is not the punishment itself that is so much to be regarded as the mode in which it is administered. That there is an advantage in

giving tasks to be done at home, where the teacher is able to enforce their performance, as these tend to improve the offender while they separate him also from his bad companions; that although an offender should be reproved for any particular fault, all general complaints of naughtiness should be avoided; the pupil should rather be dealt with as one who was struggling to do right, and the admonition should be given as a help to self-correction, which he would himself value as arising from a spirit of true charity on the teacher's part. Opportunities should be taken also of private expostulation; love wins love even in those who are apparently most impracticable; nothing that springs out of this pure source is ever utterly lost; many times the counsel, that has appeared fruitless at the time, has taken effect in the character in later years, when he by whose affection it was administered is laid silent in the grave.

If a teacher is to stand in this paternal relation to his scholars, and to feel himself, in some degree, responsible for all of them, so that no one should pass from his school to habits of idleness and misconduct without causing to his teacher some emotions of regret, our schools must not be of that overgrown size which are still being erected, and the expenditure on which is, in my judgment, sadly unprofitable. I have previously had occasion to notice buildings that are attended by barely a tithe of the number which they are calculated to contain, and I believe that my experience in this respect can be paralleled by that of some of my brother Inspectors. In such cases, the interest of the money lavished on an empty structure would go far towards providing means for the support of an efficient teacher. I wish to see no school-room, except, perhaps, such as are built for infants, constructed for more than 100 children, and I believe that a smaller number, as eighty, will afford sufficient work for a good master, assisted by a pupil teacher.

It may be said that, supposing this to be assented to, such a state of things is not practicable, and that we must do the best that is practicable under the circumstances. The children must be instructed, educated,, and, as we cannot afford to do this in the best way, we must supply such means as are in our power.

But my experience leads me to believe that, while in very many cases the children are not assembled to fill these large rooms, even in those cases where they are so assembled, no one who fairly examines them would, in one instance out of ten, say that the lower part of the school was properly brought under instruction. It is comparatively easy for a master, out of a large number of boys, to work up a showy first class; but, in very many such cases, the fluctuation in the attendance of the lower children will be found to bear witness to the sense entertained by the parents of the little advantage received by their children from attendance at such a school.

It must not, however, be dissembled that, in some rare instances, a considerable amount of real instruction is satisfactorily given throughout a large school. The old National Boys' school at Richmond is a remarkable instance of this; the boys are there very carefully taught, and the discipline is so exact, that a stranger might enter the school, and scarcely observe a single boy lift his eyes from his book, or move a muscle of his body. No one can examine what the master has effected there without feeling strongly impressed by his ability, industry, and faithfulness. But the control of so large a number of pupils has (perhaps almost unavoidably) given rise to a certain strictness of treatment which has not favoured the development of a right moral character in the scholars. Although I have never visited this school without admiration at the results, and without feeling desirous that my own work as Inspector might be discharged with a like zeal and faithfulness to that which I observed in the master, yet, as a place of *education*, I fear that this school must be regarded as a failure. I learn from good authority, that few of that large number of boys appear to turn out well; it is true that Richmond is a place where the lower classes are subject to peculiar temptations, but a part of what must be deplored in the apparent results of such a school, must, as I think, be attributed to the natural impossibility of provision being made for right moral culture (among a class in whom such culture is most needed) in so large a school.

The Richmond National schools were established in 1713, and for more than a century and a quarter, they were the only public means for educating the children of the poor connected with the Church; consequently, all the legacies left for this purpose during this period were received by these schools. I am informed that the endowment, and other fixed payments attached to these schools, amount now to 216*l.* 10*s.* per annum, and that the subscriptions, donations, collections, and children's pence increase this sum to an income which, for the last seven years, has averaged 504*l.* per annum, the expenditure during the same period averaging 468*l.* per annum. The average attendance of children during the year 1846, was 219 boys and 83 girls; of these, 36 of each sex are clothed. In 1831, a new chapel was built, to which, in 1838, a district was allotted, dividing the parish for ecclesiastical purposes into two districts, the population of that containing the old church and schools being 4,282, that of the new church of St. John's being 3,346. In the new district (St. John's), two school-rooms, each accommodating 100 children (girls and infants), were opened in 1839, and another school for 120 children (boys and infants), in 1844. It had seemed to some of the directors of the old schools that grants might be made out of their funds towards the support of the new schools, and it was hoped that, under the Act of Parliament, 8 & 9 Vict., cap. 7, sec. 22, a permanent division of bequests towards educating the poor of the parish, might be made between

the two districts; but a difficulty has arisen, and although the funds of the old schools are in so flourishing a state, no help has been given to the other, and at the close of last year, the schools in the new district being indebted more than 119*l.* to the treasurer, the boys' school, which has received aid from your Lordships, is, in consequence of this deficiency, for the present given up.

The managers of a charitable fund must feel themselves bound, within the limits of their trust, to do all that may be in their power to make the fund available to the utmost for those purposes for which it was left. The management of such a fund cannot be regarded as that of a mere commercial enterprise, in which it may be desirable to lay up an annual surplus; and if the inquiry be, how may the children of the poor of a parish be adequately provided with the means of education, as, in my judgment, large schools are undesirable, I cannot regard the establishment of new schools, concurrently with the increase of population, as any improper interference with the monopoly of the old-established firm. Do school committees, with funds at their disposal, do their duty if they only keep up the apparent efficiency of those educational establishments which were set on foot by the great-grandfathers of the present race?

The case of Christchurch, Blackfriars, perhaps ought not to be cited in illustration of this question, for on looking to their last published account (that for 1842), it appears that, although their annual income from rents and dividends amounted to 188*l.* 14*s.* 5*d.*, there was a balance due to the treasurer of nearly 54*l.*; the total annual income for the previous year, exclusive of sale of stock, amounted to somewhat more than 300*l.* The number of children found by me in attendance in 1844 was, 110 boys and 79 girls; in 1846, the numbers were, 135 boys and 82 girls. Of these, the girls did not appear to me to be taught in a satisfactory manner; and of the lower boys, 45 in 1844, and 52 in 1846, were unable to read a word of four letters at sight. This defect could not be charged with justice on the master (who appeared to labour zealously in his vocation), but on the arrangement, in that no provision is made for the instruction of the little ones in an infant-school. No charge is made for admission, and the attendance of the children is, as may be expected, irregular in consequence. These schools, like those at Richmond, were established in 1713, and the only ones connected with the Church for the poor children of the parish, the population of which, at the last census, was 14,616. The accounts exhibit a donation of 6*l.* from Betton's Charity, which donation, to a school so endowed, where no funds are received from the children's parents, seems to me misapplied.

Your Lordships direct attention, in Question 108, to a matter of great importance, namely, the systematic means of keeping up a connexion with the school children after leaving school. The answer given to this question by the managers of the schools

attached to St. George's Church, Camberwell, where great pains are taken in this respect, is as follows:—

"By the Sunday school (through classes and teachers);
"By catechetical classes, preparatory to confirmation;
"By especial attention to the periods of confirmation;
"By enlisting the young soldiers as communicants;
"By keeping them together through two societies confined to communicants, viz.:—

"A library, and a Church Society; the object of which is, to strengthen the bonds of fellowship between the members, one with another, and with the Holy Church universal. Besides these, rewards are given at the annual examinations, for three successive years, to such young men and young women as can produce satisfactory testimonials from their respective masters and mistresses."

It is a great pleasure to see, of late years, more pains taken in the trust-deeds to associate laymen with the clergyman, in the management of our schools for the poor. As their right education is the interest of all, all that can contribute to it should be led to contribute to it; the several parts and orders of society are cemented together by such acts of charity. There may be circumstances under which the clergyman will be left alone, bearing the responsibility, and supplying the funds without help from his parishioners; but such a state of things cannot but be regarded as a very unhappy one; in one essential respect at least, the pastor, so circumstanced, has failed in supplying the guidance that is needed by his flock.

A good deal of time is spent in some of our schools in learning "First Steps to the Catechism," "The Religious Primer in Verse," "Easy Hymns for National Schools." These are not books the use of which I am inclined to recommend. The time spent in this learning might, as I think, be better spent. If an Introduction to the Catechism be needed, it seems to me that a good one might be formed by any clergyman for the use of his school, by arranging some of the simplest practical texts of Scripture as answers to a series of questions on those matters concerning which it is most necessary that children should be instructed aright.* The "Historical Questions with Answers in the words of Scripture," if the substance of it were practical and doctrinal rather than historical, seems to me the sort of book, as to form, which is needed; but it is, on some accounts, to be regretted that the references to chapter and verse are printed, since the children's memories are frequently burdened with these figures. Every little

* For example, if the first question in such a catechism were, "Who are truly happy?" the answer might be some of the beatitudes from the opening of the Sermon on the Mount.

child, so soon as it can speak distinctly, may daily learn, from oral repetition, one verse of some good hymn suited to his years, together with one verse of Scripture. The parents would be greatly interested by such acquirements. In some schools, children remain for months near the bottom, being taught to repeat only the Lord's Prayer, one or two collects, and the graces before and after meat, and these very imperfectly. It may be thought to be essential that the children should never forget what has once been learned, and that therefore they should not go beyond these collects and graces until the whole can be repeated perfectly; but a daily lesson, such as that recommended above, would form an agreeable change; if written on the black board, it might partially serve as a reading-lesson, and as a writing lesson so soon as the children had made progress in the use of their slates; and it would not, as I think, interfere materially with the lessons that are now committed to memory. Care, however, should be taken that the hymns learned should have other merit besides the negative one of being simply unexceptionable in sentiment and expression: we have in the English tongue a sufficient body of poetry of real excellence to enable us to spare our scholars the task of committing to memory tame and spiritless rhymes. As the children grow older, I should wish, in favourable cases, to store their memories with hymns of a high devotional character, such as some of those by Cowper, C. Wesley, and G. Herbert. These would, in after years, oftentimes come into their thoughts almost involuntarily, and, as I believe, they would be found to exercise a most happy influence in their formation of their characters.

The collect for the Sunday is happily learned in most of our schools for the poor, and among the older children the Gospel and the Epistle are sometimes added to this as a weekly lesson: one would wish to see such a practice in more general use. Wonderful as it may seem, there are schools in existence where children, without having learned the Catechism with intelligence, can repeat the "Broken Catechism" and "Crossman's Introduction" by rote, while yet they are unable to repeat any one of the Psalms, or indeed any connected passage of Scripture, with the exception of the Lord's Prayer and the Ten Commandments.

As I have had more experience I have been more and more anxious to recommend a sufficient supply of good secular reading books. It is still the impression of the managers of some of our schools, that by being in union with the National Society, an obligation is incurred to use no books except such as are on the catalogue of the Society for Promoting Christian Knowledge. I have endeavoured to correct this error; at the same time so many good lesson-books are published at a cheap rate by that Society, that there is no occasion, in any school, for the reading-lesson to be gone over again and again until it is partially learned by heart. It is, perhaps, a question which may be considered by the Committee of the National Society, whether sufficient pains are taken

in the Central School at Westminster to make it a model in these two last-mentioned points; namely, the variety of the reading-lessons and the committing to memory of a large portion of Scripture.

In the construction of school-buildings I have to repeat my dislike of what I believe was first noticed as an evil by Bishop Feild; namely, the internal communication between the school and the teacher's residence. Temptation should not be needlessly put into any one's way. It seems also a miserable economy of funds to build school-rooms with floors of brick instead of boards. The children coming through the wet mud of winter, sitting with their feet on cold floors, suffer sadly from chilblains. It is sometimes urged as an excuse, that the floors of the cottages from which they come are not of wood; but at home the children are not obliged to sit with wet feet in regular order, away from the fire, nor is it of much importance whether or not they sit quietly: also the abrasion of the bricks causes a great deal of dirt and discomfort. In schools where the floors are not of wood, persons in delicate health will have less comfort in attending as visitors. Some teachers have also suffered much from such an arrangement.

My Lords, I have the honour to be, &c.

To the Right Hon. the Lords of the Committee of Council on Education. JOHN ALLEN.

Note.—In reference to the endowed school at Llanfynydd, reported on in the Minutes for 1845, the Rev. W. Harris, vicar of the parish, has sent to me an extract from the trust deed, and a statement of the present state of the funds of the school, as follows:—

"'This indenture witnesseth, that for the better augmentation of the school, and fixing a salary or stipend for the master, and for furnishing the poor children with books, and to settle them apprentices to some trade, and for keeping the premises and other additional buildings therein to be made from time to time in sufficient repair, and for buying Welsh Bibles for the poor inhabitants of the said parish, that the charitable design so begun, and hitherto carried on by the said David Jones (the testator) may hereafter be effectually carried on and continued, he the said David Jones hath given, granted, assigned, and transferred, and by these presents doth give, grant, assign, and transfer, unto the said David Havard (one of the trustees) the sum of 300*l.*, to be laid out in the purchase of messuages, lands, and hereditaments within the county of Carmarthen; and the rents and profits of the said premises shall be applied, paid, and disposed of to the uses following, namely—the sum of *six pounds* shall be paid to the master for the time being from henceforth for ever, for teaching and instructing 12 poor children, either boys or girls, or boys and girls, from the age of seven years.' The remainder of the rent is to be applied to the purposes specified at the commencement of the above extract. By referring to the account-book that was delivered me, bearing the date of 1815, the master's salary was then augmented to 10*l.* per annum; in 1830, to 15*l.*; and in 1834 it was reduced to 12*l.*, the sum he now receives. The augmentations were sanctioned by the two last Bishops of St. David's.

"The 300*l.* above mentioned were invested in land, the proceeds of which amount to 39*l.* 5*s.* per annum, and not 46*l.*, as you were erroneously informed.

"If it be said that the charity lands are let too low, I can only state in my own defence the following fact, that when the whole parish was valued last autumn by persons appointed for that specific purpose, they were valued at 34*l.* 5*s.* I rent them at 39*l.* 5*s.*, being 5*l.* more.

"In conclusion, I regret to say that the apprenticing fees, as well as the money intended for the purchase of books, have for some time been, and must necessarily be, withheld for two or three years more, in order to discharge the debt incurred in rebuilding the school-room, the master's dwelling-house, all the farm outhouses, and the repairing of the farm dwelling-house."

Postscriptum.

As special reference has been made to the Old Richmond National Schools, and the seeming hardship that, with such an abundance of income, help has not been given by donation or otherwise to the more needy district of St. John's, so as to prevent the dispersion of the boys' school, it seems right to append an abstract of the Treasurer's account for the year 1846, received since the completion of the Report:—

Richmond National Parochial Schools.

Receipts.

	£.	s.	d.
Balance in hand from last Account	130	3	8
Dividend on £3,700, New South Sea Stock, 1½ year to January 5, 1847	166	10	0
Ditto on £500, Consols, 1½ year to ditto	22	10	0
Ditto on £300, Consols, 1½ year to ditto	13	2	3
Ditto on £100, 3¼ Reduced, 1 year to October, 1846	3	5	0
Her Majesty's Donation	29	4	0
Lady Capel's Benefaction	33	6	8
Interest on Money in Savings' Bank	4	15	5½
Payments by Children	55	0	0
Subscriptions	137	9	0
Collections at Church	40	15	4
W. Fanthum, Two Years' Rent to Christmas, 1846	36	0	0
Ditto, repayment, for Insurance	1	0	0
Total received	£673	1	4½

Payments.

	£.	s.	d.
Books, Printing, and Receipt Stamps	36	13	1
Clothes	127	17	8
Coals and Candles	21	11	0
Hair Cutting	5	0	0
Medical Attendance	2	2	0
Teaching Psalmody	5	5	0
Cleaning Schools—Mats, and Sundries	7	17	4
Repairs, &c.	8	6	11
Master's Salary	82	2	0
Mistress's Salary	52	2	0
Assistant Master	25	0	0
Exhibitioners	13	15	0
Assistants with Children at Church	12	0	0
Teachers' Rewards	3	0	0
Poundage on Collections	13	15	6
Insurance, Water Rate, Land Tax, and Rates	12	18	9½
Apprentice Fees	10	0	0
Expenses for Counsel's Opinion	10	15	0
	450	1	3½
Balance in hand	223	0	1
	£673	1	4½

The above Balance includes Legacies credited in former accounts, amounting to £146. 19*s.* 0*d.*, which sum is directed to be invested in the Funds.

The foregoing remarks on the old Richmond National schools having been submitted for correction to the Directors, they wish the following observations to be appended :—

" It is proper to draw attention to the Treasurer's remark concerning the balance in hand, lest it should be imagined that the Directors of these schools are saving up money. A wrong impression will be entertained if the receipts of last year are considered as the average. If the sum of 146*l.* 19*s.* had been before invested in the Funds, there would not have appeared the ' Balance in hand from last account' of 130*l.* 3*s.* 8*d.*; besides which it will be seen that the receipts of the year include a year's rent from Mr. Fanthum of 18*l.*, and a half-year's dividend on Stock and Consols, amounting to 67*l.* 7*s.*, both of which sums ought to have been included in the former year's account.

" In the list of payments, many of the items are below the average; the annual fees to organists for teaching Psalmody amount to 10*l.* 10*s.* The sum of 8*l.* 6*s.* 11*d.* is below the usual amount for ' repairs,' and the annual sum spent in apprentice fees (for which a special bequest was made) is 20*l.* The average of receipts during the last seven years has been 485*l.* 5*s.* 0½*d.* per annum, and of expenditure, 485*l.* 15*s.* 3½*d.* per annum, of which (by reason of special bequests for the purposes) about 125*l.* is spent in clothing some of the children, and 20*l.* in apprentice fees for those who leave with a good character. These latter advantages, which are not possessed by the schools in St. John's district, are very considerable attractions to these schools."

Report on the Elementary Schools of the Midland District, by the Rev. Henry Moseley, M.A., F.R.S.

My Lords,

The schools of the Midland District, which I have received your Lordships' instructions to inspect, are situated in 306 different localities, in the counties of Chester, Stafford, Derby, Nottingham, Leicester, Warwick, and Northampton. They consist of 158 schools which have received your Lordships' grants; of 60 which received the grants administered by the Lords of the Treasury, and had not invited inspection; of 33 which, having received Treasury grants, had invited inspection; and of 55 which, having received no public grant, had, nevertheless, invited inspection.

In the following table I have stated the number of schools of each class situated in each county.

Counties.	Schools which have received the Grants of the Committee of Council.	Schools which, having received Treasury Grants, have not invited inspection.	Schools which, having received Treasury Grants, have invited inspection.	Schools which, not having received any Public Grant, have invited inspection.	Total.
Chester . . .	35	12	10	7	64
Stafford . . .	43	14	4	8	69
Derby	21	4	5	33	63
Nottingham . .	11	8	3	..	22
Leicester . . .	14	7	7	2	30
Warwick . . .	22	10	3	5	40
Northampton . .	12	5	1	..	18
Total . .	158	60	33	55	306

The other duties which your Lordships have intrusted to me, in the inspection of normal schools, the Chelsea Royal Military Asylum, and the schools in Her Majesty's Dockyards, having occupied a larger portion of my time than in any preceding year, I have been able to visit only 184 elementary schools, of which 62 are boys' schools, 57 girls' schools, 29 schools in which boys and girls are taught together, 30 infant-schools, and 6 called infant-schools, but uniting with the teaching of infants that of elder children.

I have appended to this Report a table, in which is recorded that statistical information which I have been directed to seek in respect to each school, together with a special report on the efficiency of the school.

In these schools, 10,042 children were present at the time of my inspection; viz., 4,780 boys, 3,574 girls, and 1,688 infants. The

average number of boys in each school was 58, of girls 44, and of infants 80.

With very few exceptions, the children are taught by one another, on what is called the monitorial system, being arranged in classes, of which there are usually from 4 to 8 in each school, each class containing from 6 to 20 children (the average number being 13 in a boys' school and 10 in a girls' school), and being placed in charge of a monitor, whose age varies from 8 to 13 years (the average age being between 10 and 11).

The master exercises a general supervision of the school, and, taking the place occasionally of one of the monitors, examines and teaches the classes in succession.

The following is a tabular statement of the number of children present in the schools at the time of my inspection, and of their organization :—

Numbers, Attendance, &c.				Number of Schools for which the results are calculated.		
	Boys.	Girls.	Infants.	Boys.	Girls.	Infants.
Number present during inspection	4,780	3,574	1,688	..	..	..
Number of schools examined . .	83	82	21	..	..	..
Average number of children in each school	57	43	80	83	82	21
Number of classes	363	350	..	79	76	..
Average number in each class .	13	10	..	76	76	..

The Ages of the Children.

It is a general impression amongst those persons who are likely to be the best informed on the subject, that the average age of the children who attend our elementary schools is steadily sinking.

We may be educating *more*, but they are, I believe, *younger* children, and stay with us a less time. The labouring poor are apparently less disposed than they once were to make sacrifices that their children may go to school. A disposition to employ them from the earliest period at which their labour is available, towards the maintenance of the family, is growing upon them, and a public opinion unfavourable to the school, first, probably, set in motion in the manufacturing districts, is extending itself to all others. The multiplication of schools has tended to this result, and the cheap rate at which education is offered. Its value has been thus depreciated in the market.

In respect to 27 boys' schools and 20 girls' schools, I ascertained the ages of the children present at my inspection, and found them as follows :—

2044 Boys, 944 Girls	Under 7 Years of Age.	Between 7 and 9.	Between 9 and 11	Between 11 and 13.	Between 13 and 15
In 27 boys' schools containing 2044 children . .	450	574	660	282	78
In 20 girls' schools containing 944 children . .	178	258	238	176	94
Total . .	628	832	898	458	172

From the above table I have collected the following:—

2044 Boys in 27 Schools 944 Girls in 20 Schools	Number per Cent.				
	Under 7	From 7 to 9	From 9 to 11	From 11 to 13	From 13 to 15
Boys	22	28	32	14	4
Girls . . .	19	$27\frac{1}{3}$	$25\frac{1}{4}$	$18\frac{1}{2}$	10
Total	$21\frac{1}{2}$	$27\frac{1}{2}$	$28\frac{1}{2}$	16	7

From the above, it appears that *half* the boys in these school were under 9 years of age, and that only 1 boy in 25 was above the age of 13, and 1 in 4 above the age of 11.

I have recorded in a table annexed to this Report the particulars in respect to each school from which the above tables are collected, and also the mean age of the children in each school. (Appendix C.)

The average age is, of course, less in manufacturing than in other districts. The following is a statement of the ages of the 114 children in the boys' school at St. Mark's, Birmingham, at my inspection in September, 1845.

Ages	Number	Number per Cent
6 and under 7 . . .	44	40
7 and under 8 . . .	23	20
8 and under 9 . . .	23	20
9 and under 10 . . .	10	$8\frac{3}{4}$
10 and under 11 . . .	10	$8\frac{3}{4}$
11 and under 12 . . .	3	$8\frac{2}{3}$
12 and under 13 . . .	1	1

Thus 80 per cent. of the boys in this school were under 9 years of age, and only 1 child in 10 was above 11 years of age.

There were 14 boys employed in this school on alternate days as monitors, of whom—

4	were	8	years of age,
5	„	9	„
3	„	10	„
2	„	12	„

Within a month after my visit, 3 between 11 and 12 years of age, 2 between 10 and 11, and 10 under 10, had left to go to work.

The shifting Character of the Attendance on Schools.

Its changing character is a remarkable feature of the attendance upon the schools of large towns, and particularly of manufacturing towns. The numbers of the school keep up, but the faces of the children change.

A manufacturing population is less stationary than any other. The parents shift their workshops and their abodes, from one section or suburb to another, and send their children in succession to all the schools in the district. Evidence of this fact might be found, I believe, in all the returns made to me from such districts. I take the first that presents itself.

In the boys' school at ———— there were 156 children on the books when I last inspected that school (August, 1846), and 144 had left and 128 entered it* since the date of my preceding inspection (September, 1845).

There were, therefore, not probably more than 12 or 14 of the children in this large school present at my second inspection whom I had seen there 12 months before.

Whilst this perpetual change of the children is, no doubt, in a great measure due to the shifting character of the population, it must, nevertheless, in some degree be attributed to the varying estimate formed by the parents of the merits of the schools; and whilst the one view of the case is full of discouragement, disclosing, as it does, an evil for which there would seem to be no remedy, I have found some consolation in the other.

This school of 156 children is taught by a single master, aided, on alternate days, by 15 monitors, whose average age is $10\frac{1}{10}$ years, and only two of whom are above 12 years of age.

However zealously and laboriously the services of the master might be given to the duties of so large a school; if the parents were found dissatisfied with it, it would not excite my surprise.

I am not aware that it differs essentially from others in the circumstances to which I have directed your Lordships' attention.

* 89 had entered and 94 left during the preceding six months.

It may, indeed, be taken as the type of a large class of the schools which I have inspected.

I have obtained the following particulars in respect to a school, which may be taken to represent, in respect to its attendance, the class of town schools not situated in manufacturing districts.

The ———— National School contains at the present time 96 children, and 88 have left it within a period of one year and nine months, terminating at Christmas, 1845. In respect to 63 of these 88 boys, I have ascertained that—

20	had been in the school		less than	1 year
17	,,	,,	between	1 and 2 years
10	,,	,,	,,	2 ,, 3 ,,
10	,,	,,	,,	3 ,, 4 ,,
4	,,	,,	,,	4 ,, 5 ,,
1	,,	,,	,,	5 ,, 6 ,,
1	,,	,,	,,	6 ,, 7 ,,

The average time these children had remained in the school was 1 year 11 months 2 weeks 4 days.

The Register Books of Schools.

I have appended to this Report specimens of the register books which are commonly in use in the schools which I have visited. (Appendix A.)

In No. 1, called a Class Register, a record is made of the attendance of each child every day; and if the child be absent, whether with or without leave, or by reason of sickness. Certain numbers also in the two last columns of this register indicate the child's standing in its class.

In No. 2 an abstract is made, in respect to the whole number of children in each class, of the results recorded in respect to each child in No. 1.

In No. 3 the date of the child's admission is registered, its age at that time, the name, residence, and occupation of the parents, and the time of its quitting the school.

No register can, however, be of value unless it be correctly and regularly kept. If it is impossible thus to speak of the way in which the register books of schools are at present kept, it is, I believe, often because the labour of the teacher in keeping them is an undervalued and a thankless one; and because it is in some measure a useless one; no conclusion being drawn from the mass of information contained in these books, however faithfully recorded.

To encourage the teachers themselves to extract from them such statistical results as are applicable to the history of their own schools, and, generally, to the progress of elementary instruction, would probably be the most certain way to provide for punctuality and accuracy in keeping them. Nor would it be the least advan-

tage of researches such as these that they would not fail to stimulate the efforts of the master for the progress of the school, or to put him in possession of much information useful for his guidance in conducting it.

Every master might thus ascertain, in respect to his own school,—

1. The number of children who were on the books at the commencement of the year.

2. The number of children who have entered the school during the year.

3. The number of children who have left during the year.

4. The average time of a child's remaining in the school, drawn from a comparison of the first and last of these numbers,* and verified by similar comparisons extending over two or more preceding years.

5. The average number on the books, the average daily in attendance at the school, and the same average per cent.

6. The average number daily absent from the school, and the same average per cent.

7. The average per cent. absent daily from *sickness*, taken for the whole year, and in respect to the month when sickness was most prevalent.

8. The average number per cent. absent, with leave, and without leave.

9. The average age of the children in the school at the time the return is made, and the numbers under 7, between 7 and 8, 8 and 9, &c. &c.

10. The average time the children, in the school, at the time of the return, had *then been* in the school. Also the number who had been at school less than half a-year, and less than one year; the number between one and two years, the number between two and three years, and so on. The same numbers per cent. in respect to the whole number who have left.

11. The total amount of the school pence, and the average payment per child.

12. The total cost of maintaining the school, and the average cost per child.

These particulars might be recorded every half-year, in a book set apart for that purpose, and their accuracy certified by the school committee. And if a book were provided with printed forms for registering such results, the task would, I have no doubt, in many schools, be very cheerfully undertaken.

By no other means could it, perhaps, so readily be placed in

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* If, for instance, at the commencement of the year there were 120 children in the school, and 40 have left during the year, it will follow, that at this rate of change, the whole 120 will have left in three years, and that the average time of the continuance of each in the school is therefore three years.

the power of the promoters of the school to judge of the progress it is making.

It is a labour, moreover, in which the master might, with advantage, be assisted by the elder boys of the school.

Of the three register books, that which is the most laborious to keep, and which is usually the worst kept, is the class register. To the keeping of this book it is required that the names of the children in each class should be re-written once a fortnight. It would not be difficult to devise a method by which the particulars recorded in that book might be registered with less trouble.

The names are usually called over in each class by the monitor of the class. In the best schools, however, the master calls them over himself, the attendance of each child being thus brought to his personal knowledge, and any irregularity made to assume, in the eyes of the children, a graver and more serious character.

Notwithstanding that so many valuable results might be collected from the registers at present in use, they are deficient in the following respects :—

1. They supply, in respect to each child, no information as to the means of its previous instruction, the time it had been under such instruction, or the knowledge it had acquired when it entered the school.

2. They make no record of the child's progress, from class to class, to be consulted whilst the child is yet *at the school,* and whilst, therefore, any neglect may yet be remedied.

3. They preserve, after the child has left the school, no evidence of the benefit it has derived from attending it, or of the alleged causes of its withdrawal, or of its future destination.

I have drawn out the form of a register of admission, progress, &c., in which these particulars might be recorded, and appended it to this Report (Appendix A., No. 4). I attach great importance to those columns of it in which it is proposed to record the date of the child's admission to each successive class of the school, affording as it would to the clergyman and the committee of the school the means of judging of the progress which each individual child is making through the school.

There is in every school a mass of children whose tendency it is to gravitate, and who *are allowed* to do so, and to become the dregs of the school. To raise them would be a severe task upon the master's patience or his industry, or, with his other occupations, he finds it altogether beyond his ability; and he has the less reason to bestir himself in the matter, as it is the part of his school of which nobody takes notice. It is in respect to this mass—making from month to month no progress in the school—remaining perpetually at the bottom, and under the influence of that monotonous and mechanical system which characterizes the teaching of the lower classes—that the school principally *changes* its occupants. The more forward and promising children *remain;* their parents

are commonly those best to do in the world, and there is the more reason to keep them at school, as they are getting on well with their learning; besides, they are the most useful monitors, and the utmost influence of the master, and sometimes of the clergyman, is therefore used to retain them. But the mass of which I speak, representing the dulness and ignorance of the little community, composed for the most part of those children whose parents are the poorest, and amongst whom education is in the lowest estimation, is in a state of perpetual change, unobserved by the managers, and seen without regret by the master; for it relieves him continually of the heaviest portion of his responsibilities. It is to this mass that I am desirous to direct the attention of the clergyman on the school committee by those columns of my register, in which I propose that "*the date of the child's admission into each successive class of the school should be recorded;*" convinced that the instruction of the children who compose it is more important than any other function of the school, and that if it be duly attended to, no other useful object of the school will be neglected.*

In schools, the maintenance of which may at any future time be aided by public grants, there can be no difficulty in causing such registers as your Lordships may direct to be provided for their use, to be regularly kept.

When a new register book was sought from the office, that which had been filled up might be returned; and thus a record would be preserved of the name of every child whose education had been aided by a public grant, and of the results with which, so far as that child was concerned, the grant had been applied.

Annual returns might be collected from it by the master, under a prescribed form, and transmitted to the office, certified by the managers of the school.

Whilst by these means an efficient system of registration might, in the course of time, be extended to all the schools under your Lordships' inspection, it would be well if some expedient of present application could be devised for determining approximately the average period of each child's *continuance at school*, an average about which there is more difference of opinion than about any other connected with the statistics of schools; which involves, nevertheless, conclusions of a more positive nature perhaps than any other as to their present efficiency, and which, if ascertained with accuracy from year to year in respect to a great number of schools,

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* I speak in this matter from experience. As Inspector of the Royal Naval Schools at Greenwich I receive twice a-year from those schools returns including the particulars referred to in the text. Very important results have followed from the attention which the masters have thus been induced to give to them. A class of boys who were formerly suffered to remain unheeded in the lowest classes are now absorbed into general circulation, and find their way to the highest; and if asked to assign a cause which more than any other has contributed to the high standard of instruction attained in those schools, I should fix upon *this*.

would, more certainly than any other, indicate the progress of elementary instruction.

It has occurred to me that in the case of schools, the attendance on which has reached a normal state; remaining steadily the same from year to year, this average might be determined approximately, if the inspector were to ascertain, in respect to the children who are present when he visits the school, *the average time during which these children have been in the school, and were then to double that number.* The degree of approximation will depend upon the number of schools and children which this average covers.* (*See* Appendix B.)

The Arrangement of the Desks in Schools.

I have usually found the desks in schools arranged round the walls of the school-room, so as to leave the entire central area open for the formation of the squares in which the children are taught by the monitors. It is not common to find these desks occupied, except at the hour set apart for teaching writing; indeed, they seem to be set apart specially for that use; and however faulty the arrangement may be which places all the children whilst they are writing with their backs to the master, it is considered to be amply compensated by the facilities which it supplies to the master to see what each child is writing, to direct him in forming the letters, and to guide his pen.

In some cases parallel desks have been erected by the aid of your Lordships' grants, but even here the object which was principally had in view in proposing that arrangement of desks—the facility that it affords for *oral instruction*—appears generally to have been lost sight of. They usually stand unoccupied, like the desks on the old construction, except at the hours set apart for teaching writing, and limiting them to this use, the masters are not unfrequently disposed to prefer the arrangement which enabled them better to overlook the children, and consider these parallel desks an encumbrance to the school.

In but very few instances, moreover, have I found these desks constructed of those dimensions and so arranged in groups as conveniently to serve the purpose of oral instruction, if the master were disposed so to employ them. It is obvious, indeed, that in the disposal of them, this special purpose is generally lost sight of. Sometimes they are so long that the line of children seated at them cannot be at once within the compass of the master's eye; and sometimes they are so wide and so far apart, that those behind

* The average time at school of the boys attending the Battersea Village School, at Christmas last, had been about two years and three months, and 20 had left the school during the preceding twelve months, whose average time in the school had been somewhat more than four years. Thus, this example agrees tolerably well with the rule, applied under the disadvantage of a small number of scholars and a single school.

are beyond the distance at which, in the noise of the school, he can conveniently be heard. And, in one instance, I found that their use for the object contemplated in your Lordships' grant had been, to a considerable extent, sacrificed by a contrivance which made them convertible into tea-tables.

As the proper use of parallel desks appears to me eminently calculated to raise the standard of instruction in our elementary schools, and as their adaptation and convenience for that use is dependent, to a greater extent than persons unaccustomed to the use of them may imagine, upon the dimensions which may be given to them, and their arrangement, I have appended to this Report a statement of the precise dimensions of that group of desks in the Battersea Village School which has been found by experience to be the most convenient; and I have added to it, for the information of persons not conversant with details thus technical, a perspective drawing of this group. It stands on the level floor, and is found to answer the purpose quite as well as others in the same school placed on an inclined platform.

In the Battersea School, such a group of desks is assigned to every class, and constantly occupied by it. The children read, write and cipher, and are instructed orally in religious knowledge, geography, history, &c., seated continually at these desks, or relieving the sitting posture by standing up together at the word of command, or separately, when they read or are under examination. I am disposed, however, to think, that an arrangement, such as that described in my last Report under the name of the "tripartite organization of a school," by which the children are made to exchange their sitting for a standing posture, during somewhat longer periods, shift their positions in the school once or twice in the morning, and vary their teachers, is more favourable to that state of mental activity which it is so difficult to keep up in a school during the whole time that the children are assembled.

The Religious Instruction in Schools.

I know how many are the exceptions to that rule which would ascribe to the labouring community of this country a general unfitness for the religious education of their own children. I shall nevertheless be borne out, I am convinced, by the experience of those persons who are most intimately conversant with their condition, when I state that if, *as a class*, these, the children of our poorer brethren, are to be instructed in the doctrines and precepts of our holy religion, and brought up as Christians, it must be in our elementary schools; and I have accordingly found that in all the schools which I have visited, whilst religious instruction enters in various *proportions* into the prescribed course, as compared with secular instruction, the *first place* is invariably assigned to it. In the higher classes, a very considerable amount of Scriptural knowledge is, in fact, often acquired.

The children of these classes are usually acquainted with the outline of Scripture history, and have committed portions of the Scripture to memory,—Psalms, or texts of Scripture having reference to the most important points of Christian doctrine and practice.* Frequently I have found them conversant with the Prophecies having reference to the advent of the Messiah; with few exceptions, they can repeat the Catechism; and in some cases, they have been carefully taught to understand it.

According to that judgment which I am able to form, from recollections extending over so long a period as that which intervenes between my successive visits to the same school, I am led to believe that a steady progress is, in this respect more than any other, to be perceived. I attribute this to the increasing interest which the clergy are everywhere taking in the business of elementary instruction, an interest which, while it is felt in every other part of the business of the school, makes itself most apparent in this.

Notwithstanding the favourable view which I have thus been led to take of the progress of religious instruction in our schools, there are some elements in which it appears to me to be deficient. I have found in it, for instance, nothing to represent those admonitions which a *religious parent* is accustomed to address to his children, with a personal application to the conscience of each, and an individual knowledge of its necessities, and which, appealing to the heart and the affections, have an influence with children greater than that which they yield to reason or to authority. I have moreover, thought, that in the *exclusive* direction to religious objects which the teaching in some schools receives, the exercise of that discretion was wanting, by which a pious and judicious parent would provide, in respect to the education of his own children, that due care should be taken to encourage a veneration for the Scriptures, and impress them with a due sense of their importance, and that, of all the subjects in which they are instructed, religion should be made the least burdensome to them.

I am well aware how many are the practical difficulties which surround this question; but the cause of elementary education now ranks among its friends so many men of piety and of zeal, and of great ability, that it is impossible not to hope for some well-considered revision of *this*, the most important element of it. An influence might thus, I believe, be given to our schools on the moral condition of the people, hitherto unknown to them.

In any such influence, the schoolmaster must be a principal agent. The value of that time which the clergyman may be enabled to devote to the labours of the school, it is, I know, impossible to overrate; but these labours are only a part of those proper to his office, and it is, after all, upon the schoolmaster, under whose control the conduct of the child is placed during so many hours of the day, that the place of the parent, in respect to its

* The book commonly in use for this purpose is a selection from Bishop Gastrel's Institutes, entitled "Faith and Duty."

religious training, if not his responsibilities, will be found principally to devolve. It is upon *his* character, the ascendency of which the child is made to feel so constantly, that his own will be found to form itself, and it is to his admonitions that he will be predisposed to give his assent in religious matters by the habit he has acquired of yielding it in secular things.

I cannot convey to your Lordships the adequate expression of that importance which, from these considerations, and yet more from the observations I have made, and the facts which have come to my knowledge in the course of my inspection, I have been led to attach to *the personal character* of the schoolmaster in its influence on the well-being of the school. Of that character, in all those higher attributes with reference to which I now speak of it, I have everywhere found the friendship of the clergyman to be the stay and the support; and in no other respect does the superior education which the schoolmasters are now receiving in our training colleges exercise, perhaps, a more favourable influence than in the closer approximation which it is bringing about, between them and the clergy.

On this subject I have found the following judicious remarks, in a letter addressed to the Lord Bishop of Chester, by the Rev. J. Armistead, M.A., vicar of Sandbach, on the "Means possessed by the Church for the Education of the People."*

The more weight is due to the opinions of this gentleman on educational matters, as in the experience of his own large schools he has ample means of forming them; and as in the remarkable success of those schools there is the best evidence of the care and attention he gives to education in his own parish. "I should be sorry," says this gentleman (p. 39), "to take away one iota from the merits which justly belong to a master or mistress who may have achieved success in their difficult calling. I know too well the circumstances, more or less, connected with tuition of any kind, but more particularly that which has to do with the poor, to deny them the meed of praise so justly their due. To my mind there is something so irksome in the daily routine of a school, so many difficulties to contend with on the part, whether of subscribers, of parents, or of the children themselves, that were the schoolmaster left to struggle on unaided and alone, I really think they would prove too much for all his energy, his devotion to his duties, or his powers of endurance. It is with this view, and not to detract from his merit, that I am anxious to secure for him the attention and encouragement which the clergyman has so many opportunities of affording, and, I may add, secure for the clergyman in return, in the person of the schoolmaster, a most zealous friend and supporter, who will reciprocate this kind sympathy and interest in many ways, and greatly alleviate the burden of his own parochial charge."

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* Hatchard, Piccadilly.

Secular Instruction.

In the following Table are recorded the results of my inquiry into the secular instruction of the children whom I have examined:

	Reading, 10,042.					
	Reading Letters or Monosyllables.		Reading Simple Narrative.		Reading with tolerable Ease.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Whole number of children out of 10,042 who receive instruction in each subject	2,461	1,657	1,524	1,323	781	592
Proportion of the children who receive instruction in each subject to the whole number of children.	1 in $2\frac{2}{5}$ reading letters or monosyllables. 1 in $3\frac{3}{5}$,, simple narratives. 1 in $7\frac{3}{10}$,, with ease.					

	Arithmetic, 3,744.					
	In the First Four Rules.		In the Compound Rules.		In Proportion and the higher Rules.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Whole number of children out of 10,042 who receive instruction in each subject	1,577	1,124	559	293	215	5
Proportion of the children who receive instruction in each subject to the whole number of children.	1 in $3\frac{3}{5}$ in first four rules. 1 in $11\frac{4}{5}$ in compound rules. 1 in $46\frac{3}{4}$ in proportion and the higher rules.					

	Writing on Paper.	Geography.	English Grammar.	Etymology.	English History.	Vocal Music.
Whole number of children out of 10,042 who receive instruction in each subject	2,055	1,583	932	263	942	554
Proportion of the children who receive instruction in each subject to the whole number of children.	1 in $4\frac{9}{10}$	1 in $6\frac{1}{3}$	1 in $10\frac{3}{4}$	1 in $38\frac{1}{6}$	1 in $10\frac{2}{3}$	1 in $19\frac{9}{10}$

Reading.

Of the 10,042 children present in the schools which I have inspected, I find that 1,373—781 boys and 592 girls—can read with ease and correctness in the Epistles, being 1 in $7\frac{3}{10}$ of the whole number, or, if the infant-schools be left out of the calculation, 1 in 6.

This is a less proportion than that given in my Report for last year, where I have stated the number who can read with ease to be in the proportion of 1 in $6\frac{7}{10}$ of the whole, or 1 in $5\frac{3}{5}$, infant-schools being excluded. I do not attribute this difference to inferiority in the reading of the schools which I have examined this year to those which I examined last year, but to a difference in the *standard*, to which I have referred it.

Feeling the necessity of some standard of a more fixed and definite character than any I had hitherto used, I selected, before I commenced my tour, certain passages, each containing a word of three syllables,—not being a proper name or otherwise difficult to be read than that the children were not likely to be familiar with the use of it,—and the reading of such a passage (at which I gave every child two, or even more trials, if necessary) constituted my test, and I feel more confidence in the results I have arrived at in using it than in those recorded in my previous Reports.

Considering that "teaching to read" is the principal occupation of our National Schools, that it is a drudgery begun with the first opening of the intelligence of a child, and continued without intermission until the last day which it passes in the school, it is to me very wonderful that so imperfect and so inadequate a result is obtained.

Writing.

2,055 children, being 1 in every 5, are learning to write on paper. This proportion is less than in the schools which I inspected last year.

In one or two instances only have I found any attempt made to accustom the children to convey their own thoughts in writing on paper; or, writing applied to any other useful purpose of instruction than to teach the children to spell. The school connected with the parish church of Stone forms an exception to this remark. The children there begin to write when they are making their first steps in reading (from the lowest class but one), and every advance they make in the one art is made to contribute to their progress in the other; they are taught to read by writing, and conversely, to write by reading.*

They do not first write *parts* of letters, then *letters*, then *words*, then *sentences*, but sentences at once. The first sentence they write

* It has been stated to me, as a matter of experience, that a child who has been taught to read chiefly by the use of written characters, finds little difficulty in reading from print.

is, "God is good," and then "God is good to all men," and so on, each succeeding sentence being a variation of the first, and an extension of it; the result is certainly remarkable. I found infants writing this sentence well who had only been learning to write a fortnight. From an early period the skill they thus acquire in writing is applied to their instruction in other elements of knowledge. They are required to commit to memory at home, in the evening, passages which they are to write out at school on the following morning, and the less difficulty is experienced in obtaining from them this sacrifice of their leisure hours, as they attach great value to the opportunity which it affords them of practising writing. This method of instruction was taught in Stone by Mr. Dollier, a public lecturer.*

Arithmetic.

I find that 2,701 children, being about 1 in 4 of those present at my inspection, are learning the first four rules of arithmetic; 852, being 1 in 12, have advanced to the compound rules; and 220, being 1 in 47, are in the rule of three. This last number includes only 5 girls.

I have, in my preceding Reports, borne testimony to the value which appears to me to attach to that method of teaching arithmetic in elementary schools which takes from it the character of an art to be acquired by memory and practised by rule, and makes it a science so simple in its demonstrative character as to be brought within the scope of the intelligence of a child. It is truly wonderful with what success this character has been given to it in some of the schools taught by students from Battersea. In my experience as an inspector, I have met with nothing which has led me to augur so favourably of the prospects of elementary instruction. I look upon arithmetic, thus taught, as destined to supply in our parochial schools the place assigned to geometry in higher instruction, and to become the logic of the people.

English History and English Grammar.

The proportion of the number of children learning each of these subjects, to the whole number present in the schools I have inspected, is nearly 1 in 11. Very many are, however, said to learn them, who possess, nevertheless, no knowledge of them; and I have sometimes found a great profession of teaching them in schools, where not only the higher branches, but the simplest elements of instruction have appeared to me to be neglected. There is this

* I am indebted to the Rev. G. Lucas, the incumbent of Stone, for the following information on the subject:—"I took," says this gentleman, "eight children from the infant-school on the 29th November last, of the ages of from four-and-a-half to five years. They only just knew the alphabet. Three can now (Feb. 12) *read well in lessons from the Psalms*, either in print or in writing; the others can do it but not so well. *All* can write, and two of them *very well*; the others vary a good deal, but I consider the progress of them all to be much greater than could have been accomplished under the old system."

remarkable characteristic in the knowledge of English history among National school children, that it rarely extends down to the present time. It is frequently limited to those apocryphal periods which precede the Conquest, and seldom extends beyond the reign of Henry VIII., or Elizabeth. It is begun at the beginning, but never finished. The link which would establish in the child's mind a relation between the times of which it reads and those in which it lives is never completed. It would surely be better to read history backwards.

The Resources of Schools.

The following table contains a statement of the aggregate expenditure and aggregate income of those schools from which I have received detailed returns on these subjects. I have also recorded in it the averages taken for each school and for each child, in respect to the several items of income and of expenditure.

INCOME.

	£. s. d.	Number of Schools for which the results are calculated.
Endowment.		
Average annual endowment . . .	16 18 4	6
Subscriptions, &c.		
Average annual subscriptions and donations	38 16 7¼	40
Fees.		
Sum produced annually by fees . .	1,588 3 11	41, containing 4,387 children.
Average fee per year for each child .	0 7 2¾	
Collections.		
Average annual collections . . .	19 15 8¼	33
Aggregate Expenditure and Income.		
Aggregate expenditure per annum .	4,529 18 3¾	56, containing 7,037 children.
Aggregate income per annum . . .	3,650 17 3	55, containing 5,809 children.
Excess of the expenditure over the annual income	879 1 0¾	
Average expenditure per year for each child	0 12 10½	Ditto.
Average income per year for each child	0 10 4½	Ditto.

EXPENDITURE.

Books and Stationery.		Number of Schools for which the results are calculated.
Average annual expenditure in books and stationery	6 18 10	31, containing 3,173 children.
Average annual expenditure in books and stationery for each child . .	0 1 4¼	
Repairs, &c.		
Average annual expenditure in repairs	0 0 0	50
	5 18 4¾	22
Fuel.		
Average annual expenditure in fuel .	5 4 10	34

Extracts from the Inspector's Diaries.

In the diaries which I have transmitted from week to week t your Lordships' secretary, I have recorded the impressions I have received in respect to each school at the time when I visited it, or shortly afterwards.

From these diaries I extract the following passages, having reference to details in the working of the present system of elementary instruction, which appear to me to admit, in some respects, of a general application:—

Of the favourable influence of an active supervision of the schools by the clergyman and his family, and an enlightened interest in their welfare, I might multiply examples. Of a boys' school in an agricultural district, I have the following record:—"The first class in this school I think the best that I have anywhere examined. It has been taught by the rector himself, and the impression of his mind is visibly left upon it; in the power of attention, and the thoughtfulness of the children, their resources of language, and their general intelligence. Nothing in education can replace the direct action of a mind thus highly educated, under the influence of a benevolent and a Christian spirit, on the minds of ignorant children. The elements of *thought* are, to such a mind, stored up in the simplest things, and its own light is reflected from them. It draws out 'things new and old,' and adapts them to the humblest uses. Thus fresh sources of pleasure are opened in the children's minds, and a new intellectual life awakened."

Of a girls' school, equally fortunate in the supervision of an intelligent mind, I have the following record:—"The discipline of this school is admirable; the subjects include all that is taught in

the best elementary schools. The mistress is efficient; but the school owes its remarkable success chiefly to the talent and energy of the clergyman's lady; she has succeeded in interesting a body of lady visitors in the welfare of the school, of whom one attends every day, and takes a part in the instruction of the children for two hours."

Of a boys' school in a manufacturing district, where the qualifications of the master were inferior, and the discipline, so far as he was concerned, imperfect, I have recorded as follows:—"There is a cheerful, moral submission of the children, and a disposition, all of them, to do their best to keep up the order of the school, and *to please the clergyman*, which bear testimony to the interest he has taken in their welfare. I find, in fact, that he attends every morning at the opening of the school, and gives the Bible lesson himself."

Of schools which are neglected by the clergyman, the examples are much less frequent, but they are not less instructive. Of one, in which I found 20 ignorant children, assembled at one end of a large school-room, I have recorded that "the schoolmaster would probably do better if properly *encouraged*, and that this school was obviously feeble and spiritless because there was no resident clergyman to countenance and support it."

Of another school of 32 infants, the children of colliers, wretchedly ill taught, and grievously neglected, I have the following note:—"The clergyman is (he admits) able to give little or no attention to them, because he keeps a school himself."

Of the failure of a school which has, for many years, been the only National school for boys in a great manufacturing town, I find this explanation, that "being common to the whole town, the clergyman of no particular parish appears to have considered the charge of it among the prescribed duties or the responsibilities of his office, and it has *received the supervision of none*. The support of an influential body of laymen has, under these circumstances, been found insufficient to maintain its character and efficiency."

Of a village school, established in like manner for the benefit of several adjacent parishes, I have recorded a similar experience.

As examples of the active co-operation, and the valuable assistance of laymen in the management of schools, I may cite the following note, having reference to schools erected for the benefit of a population of colliers and iron-workers:—"These noble school buildings were erected at a cost of 2,000*l.*, of which sum, 500*l.* were contributed by an iron-master, who sends one of his own sons to be instructed at the school, in testimony of his confidence in the master, and that he may raise it in the estimation of his workmen. This gentleman made up, last year, a deficiency of 60*l.* in the income of the school. Another of the trustees also sends his son to be instructed at the school."

Some examples of an opposite character have, however, come under

my notice, cases *in which trustees or managers of schools unwisely selected have abused their trust.* Six school-houses, erected by the aid of public grants, I have found to be transferred *to private hands*, the schools conducted in them being conducted for the private emolument of the masters, and the trustees, in five of these cases, taking no part whatever in their management. One of them has assumed the character of "a boarding-school for young gentlemen." The Treasury grant of 60*l.* made to another not having been expended on its erection, was proposed to be expended on the purchase of an organ for the parish church. At a third school, the trustees of which were neighbouring farmers related to one another (the clergyman not being of the number because the school was completed and conveyed before the neighbouring church), these persons, having experienced some trouble in obtaining a competent master, have finally *let* the school, by a written agreement, to the nephew of one of their number, who conducts it for his own private emolument. He is disqualified for the office, at once, by his education and character.

At another school, one of the trustees of which, also a farmer, is the sole trustee of a certain endowment bequeathed for educational purposes, but not appropriated to the school; I found that this trustee was allowed the exclusive management of the school, as the only means of securing to it the benefit of the endowment, and that he had appointed to the office of master a disabled shoemaker, at a salary of 6*s.* per week, allowing the surplus of the endowment to accumulate in his hands. The qualifications of this master, who was 70 years of age, may be judged of from the statement he himself made to me that "if he had not been crippled in his arm, he should not have been at that work," obviously considering the duties of his office as village schoolmaster inferior in dignity and importance to the exercise of his craft as a shoemaker. Labours thus irksome and degrading, this poor man was accustomed to cheer with an occasional pipe, of the fumes of which the school-room was redolent.

Of the necessities of schools, and their consequent failure of all the higher purposes of education, I might multiply examples. In respect to one, to the high character of which, and its estimation with the poor, I have borne testimony in my two former Reports, I found at my last visit, that "it had been impossible to raise the sum of 75*l.* guaranteed to the master, that *such a master as they could afford to pay* had therefore been appointed, and that the efficiency of the school was lost."

Of another miserable school, I have recorded that "the teachers are *ill-paid*, and that, although not capable of doing much, being dissatisfied, they do not do what they might."

Of another, situated in a wild, remote, and ignorant district, having admirable school-buildings, including a comfortable master's house, I learned that "it opened with 80 scholars, but that

such a schoolmaster only could be provided as, with his wife, would undertake it for a stipend of 35*l.* This man being unpopular, and having altogether lost his character by fighting with his wife, the school had dwindled down to half that number."

Of a third, that "having been aided at its commencement by an annual grant of 30*l.* from the National Society, it had then been taught by a master and mistress; but that this grant having been withdrawn, and no greater a salary than 15*l.* and the school pence offered, efficient teachers could not be procured, and that the school had, in consequence, for some time been closed, and a large mining population thus left without the means of instruction."*

At a school situated in a manufacturing district, and taught by a student from Battersea, to the excellence of which I have borne this testimony in my diary, "that it having long been a question with me whether a really good elementary school, according to the idea I had formed of it, were a practicable thing or not, the experience of this school had satisfied my mind on that point;" I found that the stipend of this invaluable master could not for another year be raised, that he had received notice to leave, and that the school was, for the future, to be conducted under another and a cheaper teacher.

To relieve necessities like these, the clergyman is often induced to make such sacrifices from his private income as he finds it difficult to reconcile with other responsibilities; and this resource being exhausted, and the last sovereign wrung from the unwilling hands of the great landowner, or iron-master, or manufacturer, or the last five shillings of annual subscription from the wealthy farmer—with a sense of the great degradation of the expedient, and the public injustice which reduces him to it—*this* is one of the shifts to which, in manufacturing districts, rather than give up the school, he sometimes has recourse:—a public *tea-drinking* is announced in the school-room, which is decorated with festoons and canopies, and otherwise set out attractively with the appliances proper to such a feast. The attendance of some of the neighbouring clergy is then secured, and, probably, of musicians of local celebrity, and the whole is publicly announced in a placard, together with the *charge for admission.*

The profits of such meetings sometimes constitute so important an item in the resources of the school, that amongst the fixtures of a school I have seen a large furnace-boiler in which the tea is made.

The unjust estimate which great landholders, the proprietors of extensive works, and public companies are accustomed to make of their responsibilities, in respect to the education of the poor, may

* The trustees of this school met me at the school-house, and agreed to double their subscriptions and guarantee 60*l.* annually to the master, who has since been appointed from Battersea.

be judged of from the fact, that, in a district having a population of not less than 10,000 people, in the employ of 25 noble and opulent landholders and commercial companies, having also a return of net income arising from property and trade not amounting to less than 50,000*l.* annually, the sum subscribed annually towards the maintenance of the schools is less than 50*l.*,* a contribution extracted from these gentlemen by the clergyman, I doubt not, with difficulty; and, in some instances, uncourteously refused. It is impossible not to rejoice in the prospect that, by the aid which Government may at any future time give for the maintenance of the schools of this unhappy district, their contributions, however indirectly made, will be compulsory.

Of the mismanagement of the funds of schools, and the inadequacy of a system which leaves the destinies of education in a parish in the hands of a local committee, free from any external influence or public supervision, I have appended to this Report an example (Appendix E.) in the history (continued through a long series of years) of the schools of a parish with which I am personally connected. I have no reason to believe this history to be singular. On the contrary, I am disposed to look upon it as a page out of the *common* history of the management of parochial town-schools: I have endeavoured in this paper to show in what way your Lordships' recent Minutes will operate to remedy the evils I have pointed out.

I have generally found the worst schools in those districts where the best are required. I mean those districts where the people are the poorest and the most ignorant. This is one of the evils of the entire dependence of education on local resources for its support. It manifests itself particularly in localities on which mining operations are encroaching, in which those persons who draw from them their wealth rarely reside, and from which the gentry have fled. In districts like these, the clergyman occupies a new and an anomalous position. The social edifice in which, in other and more favoured localities, he occupies the most honoured place, stands here in ruins. There is nothing to fill up the space between him and the industrial masses, unless it be the class of small shopkeepers, colliery clerks, and victuallers. It is a desolate position. The friends are wanting from whose Christian sympathy he should derive that moral and intellectual energy in the discharge of his priestly functions, the value of which those whose misfortune it has been to be deprived of it, can alone appreciate; and in the absence of pecuniary aid from that source towards the education of the poor or the relief of their temporal necessities, he has but slender means of his own to fall back upon; for it is a characteristic of all that has been done for the maintenance of

* I am informed that, since my visit to the schools, these gentlemen have somewhat increased the amount of their subscriptions.

churches and schools in such districts, that it has been done upon the lowest, the most meagre, scale of expenditure. That is no common measure of Christian zeal which, under circumstances like these, operating over a long series of years, does not burn dimly.

Of a school situated in a district like this, I have recorded in my diary the following note, "It seems as though the schools in this district were graduated according to the moral and intellectual debasement of the people: an ignorant and a demoralized population and a bad school go together, and very inferior teaching seems to be thought good enough for very coarse ignorant people. The place is squalid, unthrifty-looking and wretched, and so is the school. The master has lost one arm and does not wear a coat, very seldom changes his shirt, and, I should think, never combs his hair. He says, that he is allowed to take *private pupils*, teaching them, not as he does the rest (whom he obviously neglects), but on what he calls the 'commercial plan.'"

I have no doubt, that in respect to this school the clergyman had done all that was in his power; such a master was the only one whose services he was in a position to pay for. Of the only National school in a district, said to contain 20,000 of the poorest and the most demoralized of the inhabitants of a great manufacturing town, I have this notice: "The offices of this school are in a cellar beneath the school-room floor, not unfrequently inundated. The children are dirty in their persons, and squalid in their attire, and there is nothing about the school, either in the instruction given to the children, or in the order, cleanliness, and decency of the place, which is likely to improve their habits or elevate their religious or their social condition."

The school premises in such districts are generally characterized by slovenliness and neglect; the boundary walls and fences are rarely completed, and frequently the builder's rubbish is not carted away. The school buildings, commonly not without architectural pretension, but often left unfinished, assimilate themselves with marvellous rapidity to the dilapidation of everything else; but little pains are taken to ensure cleanliness, or even decency in the offices. The playground is often imperfectly drained, and never swept; the whitewash and paint are rarely renewed, and no hand careful of the fabric provides for the repairs, as the necessity for them arises.

In that squalor of the habitations of the poor, which here, as everywhere else, is found to associate itself with a low standard of morals, the school-house ought not thus to partake, but rather to stand out remarkable in the locality by the neatness and order of everything connected with it. The lesson the children thus learn silently, is not the least valuable of those they receive at school.

Of the influence of the manufacturing system on the well-being of

schools, I have this among many other records:—"The state of ——— is deplorable, so far as education is concerned. It contains 12,000 inhabitants, and not more than 150 children attend the school. There is, at present, no other church-school in the place, and I heard of no dissenting school. The factory law is openly and notoriously evaded. There is a class of factories called '*shades,*' in which the machinery is turned by *men* instead of engines. These shades are not contemplated in the provisions of the Act, and here hundreds of children are employed at all hours of the day, and, I fear, sometimes of the night. As an example of this, a gentleman told me that he had heard children's footsteps on the pavement under his window after midnight, and that on inquiry he found them to have been employed at that hour in one of the shades, the master of which having wasted some days in a debauch, was compelled thus to work the poor children during the night to complete his orders. The keepers of the shades are manufacturers of the lowest class—men just emerging from the condition of labourers—often hard and brutal in their manners, and sometimes depraved in their habits, and the last to be intrusted, as they thus are, with the discretionary employment of children.

"A little girl in the school, of stunted growth, puny and precocious, having attracted my attention by the industry with which she was learning her lesson, I asked her age: she told me that 'she was going of six,' that she stayed at home every other week to turn the engine for her mother, her sister then coming to school, and that she began to turn after breakfast in the morning, and went on until she went to bed at night. The girls commonly leave school to go to work when between eight and nine years of age. *There was not one child in the girls' school so old as* 11 *years.*"

I have visited one ragged school: it was that of St. Philip's, Birmingham; 30 boys and 32 girls had been collected out of the streets by the lay-reader of the parish, into an old workshop in an obscure court of that town, and placed under a master who seemed to be exceedingly well adapted to his office. No single teacher is equal, however, to contend with such a mass of ignorance and demoralization single-handed. *Here,* if anywhere, is room for the exercise of the highest functions of the teacher, and here his resources should be multiplied. This man, however valuable, will, unassisted, do very little for the children in the way of education. Only seven of them could put together easy words. Their most successful effort was in singing, which the master had taught them, aided by his violin.

Of the inadequate means of instruction afforded by the monitorial system in great schools, however well conducted, my inspection has afforded me many examples. Of the parochial schools in a great manufacturing town, in respect to which I have recorded, that

they form the most complete set of schools in my district, that the discipline throughout is admirable, the supervision of the clergyman and the committee punctual and efficient, the school apparatus splendid, the teachers respectable, well instructed, intelligent and zealous, and the school on the whole a most favourable example of a monitorial school; I have made this further note, that *the result as evidenced in the instruction of the individual children is, after all far from satisfactory.* The old proportion of one in six who can read with ease and correctness in the Epistles, obtains here as in the average of other schools; and although some of the elder children, the girls particularly, are instructed beyond the average limit, yet I came away with the impression that *any given child* would have as little chance of getting a reasonable amount of instruction in this as in many other schools of less pretension.

In another school, in which 158 boys were present at my inspection, I found a monitor of 11 years of age, teaching *arithmetic to a class of* 31 *other children.* "The master is an able, energetic, but somewhat rough and uneducated man, who exercises an easy ascendency, physically, in his school; but appears to take very little part himself in the instruction. The children are taught religious knowledge, reading, writing, and arithmetic, of which they know very little, but, the master thinks, *quite enough for them,* and the clergyman is of the same opinion, and this opinion will last as long as the school keeps up. But the *Dissenters* are building a school in the place, and that will make a change."

Of another large school I have made the following note:—"It is a monitorial school, of which the children are *deplorably ill instructed;* of which the master is, nevertheless, a man of pleasing manners, and capable, were it not for the influence of *the system,* of being a useful teacher. The school has been in operation many years, and I found that only three boys and one girl out of 104 (being 1 in 25), could read in the Epistles."

The unfavourable influence of the monitorial system in small schools is, however, in my opinion, yet more obvious than in large ones. In the one case it is inadequate, in the other it is prejudicial. The following are examples:—"I found 44 boys and 63 girls assembled in the school-house, erected by the aid of a large public grant, of the principal parish of a great manufacturing town. The master is a zealous and laborious man, and received a high character from a great public training school, but he teaches on the monitorial system; accordingly his 44 little boys were arranged in six classes, *six little monitors* and himself being employed in teaching them. To my inquiry, why he did not teach these 44 children all himself, or by the aid of a single monitor, as he certainly would if he taught the school for his own private emolument, his answer was, that then, *anybody coming into his school would say that it was not on the National system.*"

This reason is the only one I have found other schoolmasters, under similar circumstances, able to give. It is, however, enough for them, and they act upon it, and will probably continue to do so as long as they are left to the exercise of their own discretion.

In another school, 26 boys were placed in charge of a master recently appointed from one of the diocesan training schools. These 26 boys were arranged, *according to "the system,* in *five classes,* with a monitor to each." The absurd notion that an arrangement like this is essential to the very nature of a National school is all but universal. It would be well that the committees of schools should take the matter into their own hands, arrange the time-table themselves according to the dictates of common sense, and prescribe to the master such duties as are not to be delegated to the children whom it is his business to teach. The interest of the committee in the welfare of the school would thus be increased, and their supervision of it rendered more active.

One of the characteristic faults of the monitorial system is the difficulty of getting up, by means of it, the efficiency of a school, when it has once been allowed to fall, or of creating an efficient school out of a mass of ignorant children. Of this I have recorded an example in the case of some schools, from which all the more advanced children had recently been attracted by a new school opened in a neighbouring manufactory. "I found these schools, of the success of which I had formed great hopes, ill-taught, feeble, and spiritless. The teachers were obviously discouraged, and knew not what to do, to give efficiency to them; yet there were only 57 boys and 45 girls in the schools, all of whom they might have taught themselves.

It is very long before a monitorial school recovers such a blow as this. A state of inefficiency in the monitors, and ignorance in the children, tend to perpetuate one another. A bad school yields, in spite of all the efforts of the master, bad monitors; and bad monitors make a bad school."

Many examples have come under my notice of the evils resulting from the attempt to teach a great number of children in a single room, an attempt which appears, for what reasons I know not, to identify itself with the *very idea* of a parochial school.

Of a school which ranks among the very best in my district, I have recorded that "its fault seems to be, that so great a number of children being assembled under the same master in the same room, it is necessary to preserve a mechanical order, which compromises the efficiency of the school, and to enforce a degree of silence which interferes with the teaching. The children, afraid to speak, appear afraid to think, and are indisposed to attend. There is no fault in the master in this. It is, after all, a less evil than the alternative of a noisy school."

I have, on the contrary, in some cases, found disorder in a school consistent with a good deal of mental activity, as shown by the

aptitude of the children under examination. In all such schools the *technical* instruction is, however, I believe, deficient.

Severity on the part of the master, and a stern system of discipline, I have found to be perfectly compatible with great inefficiency in the school.

Of a village school thus tyrannically ruled, I have made the following record:—"I never saw the discipline of a school enforced in so overbearing and tyrannical a manner, and I never examined children more deplorably and more grossly ignorant."

It is not, however, an uncommon thing to find severity in the master associated with efficiency as to technical matters of instruction. The rod or the cane is an obvious and a simple expedient for getting the children's lessons learned, to which a teacher, unskilled in the higher resources of his art, invariably resorts, with the more energy as he is the more zealous for their welfare, and the more ignorant of the best means of promoting it.*

The demoralizing influence of a course of discipline like this outweighs, in my judgment, any amount of technical knowledge of which it may be the price. Among other records of it in my notes, I have the following, having reference to the school of a large manufacturing town:—"The master has an abundant command of language, energy, quickness, aptitude of illustration, and a knowledge of the minds of children. His fault is in his notions of discipline. His method is violent and tyrannical. The parents appreciate his capabilities as a teacher, but the children, I suspect, *hate* him. All his efforts do not produce order, and the school has but reached, on the whole, a low standard of efficiency."

Sometimes I have found occasional outbreaks of severity associated with a too facile disposition in the master, and a customary laxity of discipline in the school. The secret of managing a school without severity seems indeed to lie in the union of a good temper with a steady self-command. It is the master *who has himself to watch rather than the children.* In respect to a school otherwise deserving of commendation, I have recorded as follows:—"The master does not exercise an easy moral ascendency in the school. The boys appear at times to take advantage of his good nature, and the carelessness with which he discards the conventional restraints proper to his office. He then recovers his ascendency by loud threats and violent punishment, and thus his discipline is made up of fits of indulgence and severity. This is bad tact. Otherwise, he appears an earnest and good teacher."

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* In the lower school at Greenwich Hospital, which contains 400 boys, the sons of common sailors, *there was not a single corporal punishment inflicted during the last half year* for lessons, or in respect to any offences committed during school-hours. The only other punishments are impositions (of which 57 were set), and the deprivation of one half-holiday in the week. In the upper school, composed of a like number of boys, *one* corporal punishment was inflicted, and the number of impositions set was 63. These schools rank, nevertheless, among the most efficient in this country.

The schoolmaster's position is sometimes an isolated and friendless one, and then his stipend is generally a poor one. *If, under such circumstances, he should become discouraged,* and his efficiency as a teacher be impaired, it is not to be wondered at.

Of a village school I have the following note:—"This school is neglected. The master, capable of better things, is depressed and dissatisfied, and the children appear to sympathize with him. The school will not do well except under a teacher of a more cheerful disposition and a more sanguine temperament."

At a period when higher attainments are sought in the elementary schoolmaster than heretofore, it is not to be wondered at, if some are to be found who *lay claim to more knowledge than they possess.* Such men are usually deficient, not less in native power and ability for the management of a school, than in acquired knowledge. In a school taught by a man thus showy and vapid in his attainments, and flippant in his manners, I found that only 2 boys out of 63 could read with ease and correctness; and in another, similarly unfortunate in its teacher, only 6 out of 54. These men bustled about with great appearance of professional zeal and no little self-complacency; *but they had done nothing for the children.*

I have the following record of a case in which the *ambition of the schoolmaster to become a clergyman had obviously impaired his efficiency as a teacher.*

"The master, who was last year fresh from —— Diocesan Training School, appears already to have lost a good deal of his earnestness and some of his school knowledge and aptitude as a teacher. He aspires to Holy Orders, is studying Latin and Greek, and has written a sermon, which has been shown to the Bishop, and received his commendation."

Of the records I have made of inefficient schools, I transcribe the following:—

"Of 50 boys in the —— school, 3 only could read with ease in the Epistles, and one only knew the multiplication table; 2 only could spell the word 'piece,' and one the word 'wheel.' None knew the names of the quarters of the globe; only one knew the name of the *country* in which he lives; and yet, by a strange contrast, these children knew a good deal of the geography of England. Only one knew who governs the country in which he lives, or, when told it was the Queen, could tell her name. Only one could repeat the answer to the question in the Catechism, 'What is your duty towards your neighbour?' And not one could tell the name of any one of our Lord's parables."

In the girls' school not one child could read with ease in the Epistles; none could spell "piece," and one only could spell "loaf."

The master is from a training institution, conducted under high sanction. He belongs to a class of men who can do nothing *out*

of their system, and their system cannot be worked in schools like this. It is a characteristic of the bad teaching of this school that the children are incapable of attending to anything that is said to them, or of reflecting upon it, or of understanding it.

The following specimen of their answering will illustrate this remark. It is an example of that vagrant state of mind, approaching to idiotcy, which it is the direct tendency of bad teaching and strict discipline to produce:—

Q. "Who came into the world before our Saviour 'to prepare his way before him?'"

A. "Our Saviour."

Q. "Tell me of some of the miracles our Lord wrought?"

A. "Commandments!"

By the side of this record of a bad school, I will transcribe that which I have made of a good one.

It was composed of 52 boys and 38 girls, taught, together, by a master, assisted occasionally by his wife.* The children were arranged in three groups at parallel desks, but were occasionally brought out on the school-room floor in subdivisions to be taught by monitors. The moral aspect of the school was excellent, the discipline easily maintained, the relation of the master to the children friendly and cheerful, the religious instruction of the best kind. The first class, composed of 13, wrote from my dictation two sentences from the History of England, published by the Society for Promoting Christian Knowledge; 7 of them without any error, and 5 making only one error.

Of the second class, composed of 25, 16 wrote a sentence without any mistake, and none with more than 4.

Of the first class, 9 have reached the rule of three in arithmetic, and 4 of them worked the sum I gave them correctly. The penmanship was remarkably good. Several of the elder children wrote, indeed, an excellent running hand.

At the request of the master, I took no precautions to prevent them from copying from one another; and having observed them very narrowly, I am convinced that none made the attempt.

I attach the more importance to the estimate which this fact supplies to me of moral standard aimed at in the school, as I have never had the like experience in any other.

Indeed I have seen—it would be in vain for me to attempt to describe with what indignation—the very teachers lend themselves to the deceits which, in such matters, children have a tendency to practise, and the visitors prompt them.

If there be anything which it is expedient early to teach to a child, and deeply to implant, it is surely the abhorrence of "whatsoever maketh a lie"†—the *acting*, or the telling of it.

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* Having a young child, she could, however, attend but little in the school.

† Rev. xxi. 27.

A thousand other good qualities will attach themselves securely and permanently to this one, and the perils of life are comparatively few to him in whose bosom it is firmly rooted.

The Moral Condition of the Population in its influence on the welfare of Schools.

I have had many opportunities for observing the moral condition of the population of the districts through which I have travelled, in its influence on the welfare of the schools; and a constant intercourse with the resident clergy has put me in possession of much information on this subject, which could not, perhaps, be obtained through any other medium.

I found the mining district of South Staffordshire in a state of great commercial prosperity. Of the character of the people who inhabit that district the public is accustomed to hear much in seasons of commercial distress and of political excitement.

This appears to me, however, the fitting time in which to study it. The earnings of these men were, at the time of my visit, probably greater than those of any equally large body of workmen in the kingdom. Of the numerous class employed in the manufacture of wrought iron from cast, called puddlers, the *average* wages were 2*l.* 10*s.* per week.* The weekly wages of others were 3*l.*, and of some as much as 6*l.* and 7*l.* Unskilled workmen were, of course, earning lower wages; but for the services of *boys* from 12 to 14 years of age, the iron-masters were offering 7*s.* and 8*s.* per week, and youths from 14 to 18 could earn 3*s.* 6*d.* per day as colliers. These men and their families, nevertheless, live in more squalid and miserably dirty and worse furnished abodes, † their children appear worse clad and more neglected, their wives more slatternly and poverty stricken, and about each of them fewer appliances of comfort, and fewer sources of happiness, have been collected, than I have observed in respect to any other labouring population. The country, not less in its moral than in its physical aspect, seems to be scorched up; and as I have stood at night on some of the commanding eminences, and seen it extending beneath my feet like one vast and multitudinous city, lighted up by unearthly flames, and sending up from all parts great volumes of smoke and other than earthly sounds, I have been unable to separate in my mind this prospect from the impression I have received of the condition of the people who inhabit it.

The miners of Bilston are 5000 in number, and it is computed that 50,000*l.* are spent by them annually in the purchase of ale and liquors. In the adjacent ecclesiastical district of Moxley there

* I state this on the authority of one of the partners in a firm said to have 2000 workmen in its employ.

† The character of the abodes of these men may be judged of by the ravages of the cholera among them: 754 of the inhabitants of Bilston having been swept away by it.

are said to be 440 houses, and from 30 to 40 beer-shops, being one beer-shop to every 12 houses.

The improvidence of the people may be studied with advantage in the Bilston market. No other market is supplied with finer poultry, or, comparatively to the population, in greater abundance, and this is chiefly, if not entirely, for the consumption of the labouring classes, for the resident inhabitants not directly associated with those classes are few in number. *There* sordid and ill-favoured men may be seen buying, on Saturday, chickens, and ducks and geese, which they eat for supper; and in some instances, of which I was informed, drink bottled porter and wine. Yet, so little have they before hand in the world, that if the works were to stop, as I was informed by the intelligent proprietor of one of the largest, they would begin within a fortnight to pawn the little furniture of their cottages, and their clothes, for subsistence and for drink.

These circumstances have confirmed upon my mind the impression which I have endeavoured to convey to your Lordships in a previous Report, that the poverty of the people has less to do with their social degradation than it is usually assumed to have. That the question is essentially a moral one, and that if the wages of the entire labouring community could be doubled to-morrow, their happiness would not be thereby necessarily increased, or their position elevated, but rather, I fear, degraded. In this opinion I have found those persons who are most intimately acquainted with the habits of the poor in this district fully to agree with me.

Notwithstanding the comparative opulence of the parents, in no schools that I have visited has it been found necessary to fix the fees of admission lower; nowhere are they worse paid, nor anywhere is the school more irregularly attended.

The estimate which is formed of the value of education by those influential persons, who from time to time withdraw themselves from the mass of labourers and form the class above them, may be judged of from the fact, that one of this class, an opulent proprietor, had, at the period of my last visit to the schools in his district, withdrawn his annual subscription of 1*l.*, because *writing* had, against his judgment, been added to the subjects of instruction. With this estimate of education corresponds a standard equally low, of whatever else may serve to indicate the moral condition of the people.

It is stated on good authority, that of the 5000 miners in Bilston there are 4000 who attend no place of worship, and that the whole number of persons arrived at years of discretion, in that place and the district immediately surrounding it, who thus entirely neglect the public ordinances of religion, is 11,000, out of a popuation of 24,000. Nevertheless facts have come to my knowledge hich seem to show that much might be done for the welfare of these people.

Since the last season of commercial depression and its attendant outrages, the number of depositors in the Bilston Savings' Bank has considerably increased. In this and another institution at Bilston for the same object, there are said to be 800 depositors.

Strange suspicions appear, however, to have taken possession of the minds of the miners, as to the investment of any property they may accumulate. When they buy houses or land, they not unfrequently have it conveyed (as I was informed) to some other person than the real purchaser, and deposit their money in the savings' bank in other names than their own. An impression seems, in this respect, to have been produced upon their minds, which differs but little from that they would have received if their property had been placed at the disposal of an unjust and a despotic power. Nor is it without reason that they are accustomed to consider any disposition they may show to accumulate their savings to be looked upon with distrust and jealousy by their employers. Of these, some of the most respectable are known to be unfavourable to the institution of savings' banks, lest they should supply to the depositors the means of maintenance in a *turn-out;* not reflecting that of the steadiness of this class of men they have the best guarantee in their deposits.

That feeling of suspicion, of which the fact I have stated affords the evidence, is not likely to be limited in its operation to the matter of savings' banks, or to be confined to the bosom of the employer; it cannot but be reciprocated by the workman. Thus two classes of men, bound together by the strictest relations of a common well-being, are placed in that state of constant antagonism, of which the evidence is so frequently brought before the public.

The following facts, communicated to me by a gentleman, whose residence in this district has contributed, in times of political disturbance, not a little to the public peace, and whose influence with the labouring population has been abundantly earned by enlightened and long-continued exertions for their welfare, will show that the case of these men is not altogether desperate. "I prevailed," says he, "upon a workman to begin a deposit in the savings' bank. He came most unwillingly. His deposits were small, although I knew his gains to be great. I encouraged him by expressing satisfaction at the course he was taking. His deposits became greater; and at the end of five years he drew out the fund he had accumulated, amounting, I think, to 13*l.*, bought a piece of land, and has built a house upon it. I think if I had not spoken to him, the whole amount would have been spent in feasting, or clubs, or contributions to the trades unions. *That man's eyes are now open*—his social position is raised—*he sees and feels as we do,* and will influence others to follow his example."

"The other case occurred within the last fortnight, when a steady man came, in consequence of what I had said to him some months before, while discussing the enrolment of the rules of a friendly

society, and deposited for himself and his two children 70*l.*, saying, he hoped *I would not let his master* (a tenant of mine) *know,* on any account. I told him I would not, and pointed out to him the evils created by the mutual distrust existing between master and servant. I have already seen its effect upon his mind. That man will remain passive, if indeed he shall not have advanced a step in the right way, whenever popular excitement shall again unhappily prevail."

I have appended to this Report (Appendix F.) some further particulars with regard to the moral condition of the population of Bilston, communicated to me from authentic sources. Although the evils they depict are more prominent in the mining district of South Staffordshire than elsewhere, I have no reason to think them limited to that district. On the contrary, they seem to me the necessary result of high wages in their influence upon the happiness of an *uneducated* labouring community. They are emphatically the fruits of *ignorance*—as well passive ignorance—ignorance in abeyance—as ignorance carried out into action; and wherever ignorance is associated with "high wages" these will, I believe, become, as they are here, a *curse.*

Rude as these men are in their manners, and wholly uneducated, yet when the opportunity has been afforded them, they have shown themselves capable of deriving pleasure from other than sensual gratifications and low pursuits. A course of winter lectures, on subjects of scientific and general interest, established for their benefit three years ago by the Rev. I. B. Owen, the active and intelligent incumbent of St. Mary, Bilston, has been well attended; the attendance during the last winter having been from 300 to 700. These lectures have been more successful than any others, that have come to my knowledge, established for the same purpose; I have therefore sought from Mr. Owen some particulars in respect to them, and appended them to this Report, together with a statement of the subject of the lectures of the last winter's course. (Appendix D.)

It is impossible to read the following passage of Mr. Owen's statement, without feeling that the men who attend them can command that leisure, which, if well employed, might contribute greatly, under the blessing of God, to their religious and social well-being; and that many of them are possessed of those talents and that desire for excellence which might raise them high in the scale of intelligent beings, and useful members of the community.

The two first facts afford very instructive, but somewhat melancholy examples of gifts thrown away, and ambition misdirected. "One man," says Mr. Owen, "brought to one of the meetings, a perfect wooden chain, cut entire with a pocket knife, out of a broom-stick. Another a book of 75 leaves of wrought iron, *rolled as thin nearly as paper,* this was a furnace-man; a third, a handsome imitation of *binding* for the book in japanning, one of the

staple trades of the town; a fourth, a joiner, offered to construct a parabolic sounding-board behind the lecture platform, and is now engaged in it on a plan of his own; a fifth, a young man of more respectable parents, has constructed a singularly ingenious self-acting almanac, producing the days of the month, notwithstanding the irregularity of the numbers, by an intersected wheel of curious, and elaborate workmanship. Diagrams innumerable, to illustrate geographical and architectural subjects and natural history, have been neatly executed by the apprentices, clerks, and better educated young men of the town; and books recommended by the lecturers have in many instances been found in the hands of the humbler and higher classes in our little community."

Some indication may, I think, be found in the facts which I have here stated, of that practical direction which it is expedient the instruction of our elementary schools should receive, in order that it may be appreciated by a manufacturing population.

Another sphere of labour than the Midland Districts having now been assigned to me, I am desirous, in concluding this Report, to give expression to the sense I entertain of the kindness and courtesy with which, in my inspection of that district, I have everywhere been received.

It has been my privilege to form many relations of personal friendship, of which I cannot but regret the interruption; and whilst it has been my duty, often a painful one, to represent to your Lordships the necessities of schools, and their inadequacy for the higher purposes of instruction, I must resign into other hands the grateful task of ministering the aid, which is provided by your Lordships' recent Minutes, for their more efficient maintenance.

I have the honour, &c.,

HENRY MOSELEY.

To the Right Hon. the Lords of the Committee of Council on Education.

Appendix A.

(No. 1.)—Class Register Book.

No.		NAMES.	S.	M.	T.	W.	T.	F.	S.	A.	O.	S.	M.	T.	W.	T.	F.	S.	A.	O.
			/	/	/	/	/	/	/			/	/	/	/	/	/	/		
			/	/	/	/	/	/	/			/	/	/	/	/	/	/		
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(No. 2.)—ATTENDANCE and ABSENCE REGISTER.

MORNING.								AFTERNOON.						
Class.	Present at Prayers.	Total Number Present.	Sick.	Leave.	Absent.	Total Number on the Books.	Remarks.	Class.	Present.	Sick.	Leave.	Absent.	Total Number on the Books.	Remarks.

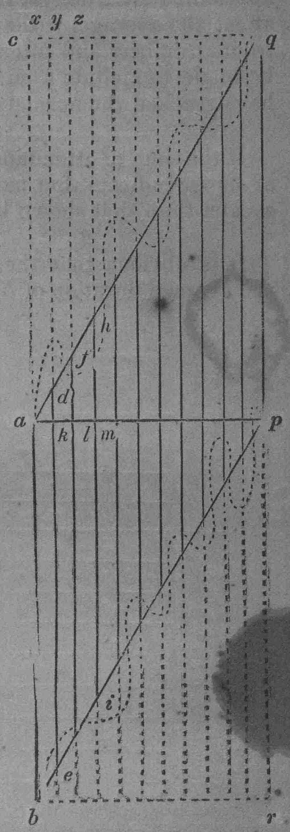
(No. 3.)—ADMISSION REGISTER.

No.	Name.	Age.	When Admitted.	Time of Quitting the School.	Parent's Name.	Residence and Occupation.	Remarks.

(No. 4.)—Proposed Register of Admission and Progress.

Index Number.	Date of Admission.	Age at Time of Admission.	Name.	Residence.	Occupation of the Parents.	Means of Previous Instruction.	Whole Time during which the Child has been under Previous Instruction.	Date of the Child's Admission to each successive Class of the School.								Withdrawal.						Signature of the Child.		The School Character of the Child.	
								8.	7.		5.	4.	3.	2.	1.	Date.	Age.	Time in the School.	Class.	Assigned Reason.	Proposed Occupation.	At the Time of Admission.	At the Time of Withdrawal.	At the Time of Admission.	At the Time of Withdrawal.

Appendix B.



Let the case be supposed of a school, in which the number of scholars remains constantly the same, one always coming to it when another leaves; let, moreover, each child be supposed to remain in the school the *same time*. Take a line *a p*, and divide it into as many equal parts as there are children, draw *b a* and *p c* at right angles to it, and take *a b* to represent the time during which each child remains in the school, and make *a c* equal to it; complete the parallelogram *a b p q*, and join *q c*, and through the points of division of *a p* draw lines parallel to *c a b*; then if *a* represent the time when the scholar who has been in the school a period, represented by *b a*, is supposed to be leaving it, *e k* will represent that during which the next to this senior scholar has been in the school, and *i k* the time at school of the third in order, and so of the lines which fill the triangle *a b p*, whose sum will therefore represent the sum of the times in the school of the scholars at present attending it.

Also the lines which compose the parallelogram *a b p q*, represent the sum of the times that the scholars at present in the school will have been in when they leave it. But the triangle is half of the parallelogram; therefore the sum of the times at school of the children at present attending it is equal to one-half the sum of the times they will have been at school when they leave it; and, therefore, the average time at the school of each scholar now attending it, is equal to half the average time during which each will have attended when he leaves it.

If the children do not, according to the supposition we have made, remain all the same time in the school, *a b* is to be taken to represent the *mean* time of their continuance. The actual time of the continuance of any child will then be represented, not by a line intercepted between the two straight lines *a q* and *b p*, but between two curved lines, such as those shown by the dotted lines in the figure, which nevertheless are such that the area included between them, which area represents the *sum* of the times in the school, is equal to the area of the parallelogram *a b p q*, and nearly equal to *twice* the area included between the curved line extending

from b to p, and the straight line $a\,p$; which last area represents the sum of the times in the school of the children who at present attend.

Although the line $a\,p$ does not necessarily divide the curvilinear area equally, as it does the parallelogram, so that this last conclusion is only approximately true, yet is the error probably such as will not materially affect the average, if the school be supposed to have reached, in respect to its numbers and attendance, a normal state; and if such averages be made to include a sufficient number of different schools, all of which have reached the normal state, it will be neutralized.

If the time of attendance be progressing, the averages thus taken will of course indicate that fact, but not the *degree* of progress; it will be greater than that shown by them.

It is obvious that the same method might be applied to determine the average duration of *life* in a community.

Appendix C.

Table showing the Ages of the Children in 27 Boys' Schools and 20 Girls' Schools.

—	BOYS.						GIRLS.							
	Average Age of those above 7.	Under 7.	7 to 9.	9 to 11.	11 to 13.	13 to 15.	Average Age of those above 7.	Under 7.	7 to 9.	9 to 11.	11 to 13.	13 to 15.	Total Number of Boys.	Total Number of Girls.
Codnor Park	8·19 to 9·19	26	12	14	3	2	9·70 to 10·70	7	22	10	6	3	57	48
St. Warburg, Derby	7·69 to 8·69	24	193	57	25	2	. .	..	..	..	..	..	205	..
St. Mark's, Birmingham	8·42 to 9·42	40	27	53	14	2	9·16 to 10·16	46	11	26	19	6	136	108
Dunham	9 to 10	10	4	6	4	2	9·93 to 10·93	11	5	3	4	3	26	25
Codnor and Loscoe	9·28 to 10·28	10	4	4	3	3	8·6 to 9·6	6	2	1	2	..	24	11
Kirklangly, Derby	10·2 to 11·2	3	5	7	6	7	10·11 to 11·11	2	2	5	6	5	28	20
Yeavely	9·7 to 10·7	10	..	3	3	1	10·14 to 11·14	6	..	2	4	1	..	..
Greenhill Norton, Derbyshire	8·88 to 9·88	6	5	6	6	..	8·85 to 9·85	4	..	4	2	..	23	11
St. Peter's, Derby	9·95 to 10·95	39	26	47	30	10	. .	..	..	..	..	..	152	..
Tansley	9·5 to 10·5	4	7	9	6	1	9·8 to 10·8	..	2	4	4	..	27	10
Sutton-on-Trent	9·14 to 10·14	20	9	8	2	2	10·63 to 11·62	7	1	2	5	..	41	15
Staveley	9 to 10	17	18	10	6	..	10·66 to 11·66	9	3	10	10	6	51	38
Ridding's National School	8·74 to 9·74	5	25	23	3	..	10·14 to 11·14	15	25	19	19	12	56	90
Newark	9·17 to 10·17	51	28	44	14	1	. .	..	..	..	..	..	142	..
Norbury	8·8 to 9·8	4	14	14	2	..	9·28 to 10·28	2	1	6	..	..	34	9
Ollerton	8·41 to 9·41	34	45	34	12	7	9.88 to 10·88	18	17	16	12	5	118	68
Oundle	9·38 to 10·38	1	..	18	15	3	9·91 to 10·91	2	10	18	15	3	37	48
Boys' National School, Nottingham.	9 to 10	25	34	32	11	2	. .	..	..	..	..	..	104	..
Derby, Trinity	8·67 to 9·67	21	46	36	15	8	. .	..	..	..	..	..	126	..
St. Matthew's, Birmingham	8·74 to 9·74	40	56	51	10	2	9·82 to 10·82	..	46	56	23	21	158	146
Bamford	8·57 to 9·57	5	2	2	3	..	10·5 to 11·5	2	1	1	4	2	12	10
Bolsover	9·27 to 10·27	1	4	14	6	2	10 to 11	2	1	7	4	5	27	19
Bishop Ryder's	7·73 to 8·73	..	60	50	17	..	. .	..	..	..	..	..	127	..
St. Luke's, Birmingham	9·08 to 10·08	15	38	64	42	15	9·5 to 10·5	20	32	33	27	18	174	130
Hurdsfield	8·85 to 9·85	3	10	34	18	2	8·38 to 9·38	3	..	7	..	..	67	10
Disley	8·58 to 9·58	26	16	4	..	2	. .	..	..	..	..	..	48	..
Higher Sutton	9·04 to 10·04	24	6	10	6	2	9·1 to 10·1	16	6	7	5	4	48	38
Total	. .	450	704	654	282	78	. .	178	217	238	176	94	2048	854

Appendix D.

Bilston Lectures.—Letter from Rev. J. B. Owen.

My dear Sir, Bilston, January 30, 1847.

* * * * *

You will perceive by the two schemes enclosed what have been and are the subjects of the lectures for the current season.

The attendance has varied, throughout the third year, from 300 to 700, never less than the former, oftener nearer the latter, and frequently exceeding it.

The *class* of persons includes all the orders among us, a particular place being reserved for the upper classes, and more respectable tradesmen of the town; but much more than two-thirds of the whole attendants are from the artisans and colliers.

One shilling secures a season ticket of admission to all the lectures, and this is also transferable, though not *saleable;* the men value what they pay for, and *having paid for it,* attend or lend it, to get the full amount of their purchase.

The course, including travelling expenses of the lecturers, chemicals, apparatus, gas, attendants, &c., costs about 40*l.* for the six months of the winter, during *every Tuesday* evening of which (and not in the summer months) it is carried on. The lectures are all gratuitous, except the lecturer's travelling expenses.

That the effort has attracted the interest of the labouring class is evident, not only from their large and continued attendance, but from the individual exertions made by a few of them to contribute to their interest, such as the following: one man, a collier, brought a perfect wooden chain, cut entire with a pocket-knife, out of a broomstick; another brought a book of 75 leaves of iron rolled as thin nearly as paper,—he was a furnace man; a third brought a handsome imitation of *binding* for the book, in japanning, one of the staple trades of the town; a fourth (a joiner) offered to construct a parabolic sounding board behind the lecture platform,—he is now engaged in it on a plan of his own; a fifth, a young man of more respectable parents, has invented a singularly ingenious self-acting almanac, producing the days of the month, notwithstanding the irregularity of their *numbers,* by an intersected wheel of curious and elaborate workmanship. Diagrams innumerable, to illustrate geographical, architectural subjects, and natural history, and other subjects, have been neatly executed by the apprentices, clerks, and better educated young men of the town; and books recommended by the lecturers have in many instances been found in the hands of the humbler and higher classes of our little community.

We have expended our grant in mechanical apparatus, a monster globe, lantern and microscopic and other lucernal views, which relieve occasionally a dry lecture; objects for the infant-school, and other educational instruments, together with maps, all of which we find very useful. If we could afford another 20*l.* we should be able to carry out our wishes more fully.

Having lectured in all the towns in this neighbourhood where similar efforts have been made, and where they have not so fully succeeded, and in some instances where they have not *told* upon the humblest classes, I should be disposed to state as my experience, 1st. That these lectures should never begin *earlier than October nor continue later than the middle of March*, otherwise the novelty ceases, and the attraction of the little garden, or the summer evening's stroll, will eclipse the lecture-room; and perhaps the poor mechanic is better in the open air during the few months that a little extra day-light beyond his pent-up hours of labour offer him a brief vacation.

2nd. The price of admission should be neither large nor *recurring;* a shilling at the outset of the season they can afford; it secures their attendance from the first, and the repetition of the visits is not discouraged by their having to pay on each occasion.

3rd. The local clergy should not lecture too often themselves, the variety of strangers contributing to keep up the interest; and the occasional addition of dissolving views, or choral singing with music, at the close of lectures on less popular subjects, is useful as a means of attraction to such parts of the course.

4th. Inviting the respectable laymen of the place to preside at the lecture, and engaging the co-operation of a considerable committee of laymen, serves to divest the effort of a merely professional character. a

5th. The executive should still be retained in the hands of the local clergyman, in the office of secretary.

6th. An annual visit to the Polytechnic in town, to pick up some useful hints of subjects, instructive or entertaining, for your own course, I have found useful.

I am, &c.,

Rev. H. Moseley. J. B. Owen.

Bilston Lectures, delivered in St. Mary's National School.

List for 1847.

Tuesday, 5th January.—Prison Discipline, in its Moral and Judicial Bearings. By D. R. Hill, Esq., Architect, of Birmingham.

Tuesday, 12th January.—The Wonders of Geology. By W. A. Lewis, Esq., B A. and F. G. S., of Wolverhampton. Illustrated by Diagrams, and accompanied with remarks on the explosive properties Gun Cotton, as applied to blasting purposes.

Tuesday, 19th January.—On Chemical Attraction (with Experiments). By T. L. Hill, Esq., Surgeon, of Birmingham.

Tuesday, 26th January.—The Conquest of Mexico, (by Cortes.) By the Rev. J. W. Grier, of Stourbridge.

Tuesday, 2nd February.—On the Crusades. By the Rev. J. C. Barrett, M. A., of Birmingham.

Tuesday, 9th February.—The Genius and Perseverance of Great Men Overcoming Difficulties, resumed. By the Rev. W. A. Newman, of Wolverhampton.

Tuesday, 16th February.—No lecture, the night being reserved for the convenience of the Society.

Tuesday, 23rd February.—The Progress of Social Changes. By the Rev. J. B. Pugh, Head Master of the Grammar School, Walsall.

Tuesday, 2nd March.—Shakspeare's Illustrations of English History, Time of King John, and the Magna Charta. By the Rev. J. B. Owen, of Bilston.

Tuesday, 9th March.—A General View of Phrenology, Illustrated by Busts (the Animal Properties), concluded. By W. R. Lowe, Esq., of Wolverhampton.

Tuesday, 16th March.—Origin and Progress of Chemical Science (with Experiments). By H. Highway, Esq., of Walsall.

Tuesday, 23rd March.—The Life and Writings of Mrs. Hemans. By W. Howell, Esq., of Birmingham.

This will be the last of the series for the present session, furnishing in all 23 lectures for the subscription. The Committee have had much satisfaction in observing the continued interest in these lectures exhibited by the large and attentive audiences throughout the past season.

N.B. The following note was appended to the announcement of the *first* series of lectures:—

"The Rev. J. B. Owen, in announcing the accompanying series of lectures to the inhabitants of Bilston, begs to state that they are an experiment which will, or will not, be repeated another season, according as the present succeeds.

"No formal organization of a society will be attempted, until the reception of the present series shall have determined its expediency: if a general want of interest in the effort should cause its failure, upon the projector alone the regret will fall; if, on the other hand, it should succeed, the management will be willingly submitted to the disposal of others.

"It is hoped that the opportunity of employing one evening in the week during the long nights of winter, on the interesting and instructive subjects annexed, will be generally embraced.

"As the lectures will not commence until *half-past seven o'clock* each evening, and usually close at nine, the respectable tradesmen of the town will probably be enabled to allow the attendance of their apprentices and assistants.

"Persons subscribing one shilling only will have a free and transferable ticket of admission to all the lectures of the season, and an additional ticket for *gratuitous* distribution for every additional shilling subscribed; any instance of receiving any pecuniary or other consideration for such admissions entailing the forfeiture of the privilege for the series.

"Subscribers of half-a-guinea and upwards to be considered members.

"There will be no admission without a ticket, but tickets may be obtained gratuitously from the subscribers, whose names will be learned at

Appendix E.

Report upon the W——— Parochial Schools.

The following Report is addressed to the Secretary of National Schools of a parish having a population of about 8000 persons, of whom 600 form the out-lying population of a separate ecclesiastical district. The schools are seven in number, and are situated in four different localities; two of them are detached infant-schools; a boys' school, and a girls' school are connected with the mother church, and a boys' school, a girls' school, and an infant-school, with the district church.

All are supported from the same funds, administered by the same committee. The voluntary contributions for their maintenance amount annually to 298*l.*, and they have an endowment of 52*l.* I have thought the history of these schools worthy to be recorded as an example, that something more is wanting than liberal pecuniary support, and numerous schools, to provide for the educational destitution of a parish.

My Dear Sir,

I find, by reference to the Reports of the W——— schools, from 1833 to 1845 inclusive, that during that period of 12 years the expenditure has exceeded the current income by a sum little short of 50*l.* a-year, there having been laid out during that time, over and above the current income, a sum arising from the sale of funded stock, and from legacies, amounting (including the balance due in 1845 to the treasurer) to 588*l.*

Hence it appears that if the income during the next 12 years be no more than it has been during the last, and if the expenditure remain the same, the Committee must calculate upon an annual deficiency in the funds of from 45*l.* to 50*l.*

Looking into the items of this expenditure, there is one which strikes me as very remarkable, it is the cost of *repairs* for the Love Lane schools. I have made a rough calculation of the amount of these for the last 20 years. In some few cases I have found it difficult to separate the charges under this head from others in the accounts; I believe, however, that from 800*l.* to 900*l.* have been expended during that time upon the fabric and fittings of the buildings. These buildings are, moreover, now in a state of great dilapidation, so that a considerable expenditure must forthwith be made to sustain them.

If the schools are to attain that efficiency which other schools all round are now attaining, besides repairs, there must be substantial *alterations* made also in the structure, and additions to the fittings and apparatus. The boys' school-room is far too large for the number of children at present assembled in it; it is not adapted to the methods of teaching now most approved, and it is troubled with an echo which cannot but be prejudicial to the health of the master, and all but fatal to the efficiency of the teaching.

It would require to be divided, and (being so cold in winter as to deter the children from coming to school, and very hot in summer) to

be ceiled, and one of the divisions fitted up with parallel desks and a gallery.

I find, moreover, that the fence which separates the premises from the adjacent garden and orchard has been in a great measure destroyed, and the timber carried away, or burned in the school stove. This fence cannot be replaced except at a considerable expense.

The buildings of the girls' school are, as I am informed, very old, and much dilapidated, requiring thorough and substantial repairs.

Under all these circumstances, it is not too much to expect that the school buildings will cost as much in repairs and alterations during the next 20 years as they have during the last; and that by the expiration of that time it will have become necessary to erect new ones.

Such, however, is the progress of opinions in educational matters, that I think it may be reasonably expected the people of W——— will not wait until the school-houses are thus in ruins before they build others better suited to the purpose, and more in accordance with the importance of the object and the character of the place.

I find that a sum of 12*l.* is paid annually for rent of the infant school at the , so that for rent and repairs of the two schools in Love Lane and at the Point, there will have been expended 1100*l.*, if the schools shall have been carried on as at present for that time.

Now, I have before me returns of the items of expenditure in 72 national schools, and I find that in 50 of them (having new school-houses) no expense whatever has been incurred during the last year (1846) in repairs; and that in the remaining 22, the average cost under this head has been 5*l.* 18*s.* 4¾*d.* I feel myself therefore justified in saying that the expense thus occurred at W——— is excessive.

In respect to the girls' school, it is no doubt due to the great age of the building. In respect to the boys', in some degree to the great size of the roof, and probably to bad workmanship.

The character of the instruction in the schools has thus been described by the Rev. J. Allen, one of the Government Inspectors of Schools:—

"Instruction of lower classes very imperfect. Writing and arithmetic of the boys good. Discipline not over good. A good deal of needlework required in the girls' school, which is said to interfere with the instruction."

From a comparison of these observations with those which Mr. Allen has made upon other schools, and from my knowledge of his character, I have no hesitation in saying that they convey an unfavourable opinion of the state of the W——— schools.

In this opinion I am the more disposed to coincide, as I find that the children only remain at school an average period of two years.

Now I have always found, that where there is a good school, the poor appreciate it, and show their estimate of it by keeping their children longer there than they would at a bad school. The Committee may perhaps be sceptical on this point. There is, however, an example near at hand. The children in the adjoining parish of B——— (and, I imagine, their parents) are placed under nearly the same circumstances as at W———; but at B——— there is a good national school, and there the children remain an average period of four years; whilst at W——— they only remain, on the average, two years. I

have ascertained these facts with considerable care: 20 scholars left the B——— school last year, whose average time in the school had been a little more than four years. Of the 63 boys who last left the W——— school, the average time in school had been 1 year 11 months 2 weeks 4 days. In providing education for the poor, we are apt, I fear, to take a one-sided view of the question; we forget that there are two parties to it. Whilst we *offer*, it is for them to *accept*, or not, as they think fit.

What *we* consider good enough for them may be that on which they are not disposed to set much value. We cannot dictate to them in the matter. They have an option, and they avail themselves of it. Either they do not send their children to *any* school, or if they can find a better school than ours, they send them *there*.

This is the experience of the W——— schools. In W———, *exclusive* of the S——— district, there are 7000 people, and about one-fourth, or 1750 of these, are of an age to go to school, from 3 to 13, or from 5 to 15; of these 1750 children, one-half might be expected, according to the calculation of the National Society, to be in the W——— national schools, whereas there are not one-fifth of them.

In many districts the proportion of the children in the national schools is, however, (and ought in all to be), much higher than the one-eighth of the population, calculated upon by the National Society.

The S——— district is an example of this; it has a population of 586, and therefore about 150 children of an age to go to school. Accordingly Mr. ——— has 106 children in his national school, and 56 in his infant-school.

Although some of these children come, it cannot be doubted, from without the boundaries of his district,* yet the calculation shows how nearly the whole number of children in a district may be assembled in the church schools.

Mr. ——— has at least 5 times as many children in his school in proportion to the population of his district, as you have; he has one in every four—you one in twenty.

Now I have no difficulty in accounting for this fact; I find it at once explained in Mr. Allen's Report upon his school. That Report is as follows:—

"Children taught the Scriptures remarkably well. Intelligence well exercised. Teachers efficiently directing their endeavours to the right aim. Discipline satisfactory."

Without dwelling upon the particulars here referred to, and comparing them with those in the other Report, I think there can be no doubt that there was upon the mind of the inspector the impression that the S——— school was a good one, and that at W——— an inferior one.

With reference to the contributions of the people of W——— for the maintenance of their schools, I have been desirous to make a comparison with other parishes, and I have looked over a list of 155 different parishes or ecclesiastical districts, the schools of which I inspected in the year 1845, and of which the items of income and expenditure are

* I have ascertained that 24 children come from beyond the boundaries of the district.

printed in a table annexed to my Report to the Committee of Council on Education for that year. Many of these are large and wealthy parishes, and some of the schools rank amongst the most efficient elementary schools in the country.

Now in not one of these parishes or districts are the contributions of the inhabitants for the maintenance of the schools by subscriptions and collections so great as in the parish of W———.

The largest sum recorded under the first head in the list is at Birkenhead, where the amount of annual subscriptions is 112*l.* 3*s.* 0*d.*; and of collections 27*l.* 2*s.* 0*d.* At W———, in 1845, the subscriptions were 158*l.* 8*s.* 6*d.*; collections, 139*l.* 11*s.* 5*d.* The schools have, besides, an endowment in lands, of which the annual rent is 52*l.*

Whilst there are no schools in my list for the maintenance of which the contributions of the upper classes are so large, there are, moreover, none in which the contributions of the lower classes (*i. e.* the children's pence) are, in proportion to the number of children, so small. The income arising from this source at the Love Lane school amounted, in 1845, to 13*l.* 17*s.* 3*d.*

During that year the following were the amounts of pence contributed by the children of five national schools, in some of the poorest districts of Birmingham, towards their maintenance:—

	£.	s.	d.
Amount of school fees in 1845, at the national school of Bishop Rider's Church, Birmingham . . .	110	0	0
St. Bartholomew	78	15	0
St. George's	60	1	0
St. Mark's	88	1	0
All Saints'	79	10	0

Whilst a comparison of these sums with that sum which the poor of W——— are contented to pay towards the maintenance of their schools, sufficiently indicates to my mind that they attach to them a much less value, I find that the British and Foreign, or Dissenters' School, which is, I believe, largely supported by the children's payments, is in such repute with the poor of W———, that but few of them send their children to the National schools who can afford to send them to that school.

It is thus spoken of in a letter now before me, written by a gentleman of the parish, well acquainted with its management, and a subscriber also to the National schools:—

"Since its establishment, 23 years ago, we have sent out above 600 boys and girls thoroughly educated in all that is necessary for them to know, &c. In deference to the prejudices of Dissenters, they are not taught any set catechism, but they are instructed diligently in all that it contains; I think the number of scholars is 250, *two-thirds of whom are the children of churchmen*, who are induced to send their children there on account of the rapid progress they make under the able tuition of their excellent master and mistress."

The Roman Catholics have, moreover, as I have been informed on good authority, purchased a large piece of ground near the church, on which they propose to erect a chapel and schools. Their schools will, I presume, be conducted by members of the religious fraternity called

the "Brethren of the Christian schools," men specially trained and brought up for the office of the schoolmaster, who aim at a very high standard of elementary instruction, and are very capable of realizing it.

From what I know of the indifference shown by the poor as to the hands at which their children receive good secular instruction, I have little doubt that these schools will enter into a formidable competition with yours.

Under all these circumstances, it is impossible not to feel it to be expedient now, at length, to make some great and decided effort to put the schools on a proper footing.

Temporizing expedients, having no other object than to get over present difficulties, have been adopted for the last 10 or 12 years, and the schools have been dragging on a difficult and discreditable existence, depending for their maintenance on the accumulations of former and more prosperous years, and on legacies which they have been fortunate enough to receive, and which it was probably the intention of the donors to have added to the perpetual endowment.

I am perfectly aware of the discouraging circumstances under which the schools were undertaken by yourself and Mr. ————, and that a great debt of gratitude is due to you, not less for your kind intervention at that time than for the great ability and self-sacrifice with which you are labouring to overcome the pecuniary embarrassments which now press upon the schools.

But these embarrassments return year after year; and it is consistent with the experience of the parish that they will continue to return, notwithstanding all your efforts.

It is within my recollection, that efforts not less zealous and persevering have been made in previous years, and on more than one occasion—and always with some measure of success. Nevertheless, the funded property has from year to year been sold out, to cover a defalcation that has returned steadily every year.

The fact is that the evil does not lie in the state of the finances, but in the state of the *schools* where nobody thinks of applying the remedy. With this impression on my mind, I am desirous most respectfully, but very earnestly, to recommend to the committee now at length to take *that part of the matter in hand*, assuring them, from an experience which I am entitled to speak of as extensive, that whenever they can succeed in establishing really good schools, they will have but little difficulty in maintaining them.

As the first step towards establishing such schools, I propose that new school-rooms be built for 320 boys, girls, and infants, together with residences for two teachers.

The present site would serve this purpose; but it would be desirable to secure, if possible, some of the adjacent garden-ground, to give room for adding to it a playground.

I enclose to you a plan of the site.

Such school-buildings as I have described may, I am informed, be erected for 1200*l.*

I will, however, fix the cost, all expenses being included, at 1500*l.*

To raise this sum, you have the following resources:—

	£.
The materials of the old school are, I am informed, worth . .	300
There is a sum belonging to the school, invested in the stocks, and applicable to general purposes of	290
A Government grant (if given in the same proportion as it has been given to other schools) will be obtained for	320
The National Society, if it is as liberal towards your school as it has been to others, will give you	150
Total	£1060

There will thus remain a sum of 440*l.*, or say 500*l.*, to be raised in the parish.

I feel sure that if the Committee will undertake the trouble of bringing the question properly before the parish, they will experience less difficulty in raising this sum to place the school-buildings on a footing which may make them a credit instead of a disgrace to it, than in collecting 100*l.* to make up a defalcation in the accounts, the return of which we have learned to expect periodically. A sum of 500*l.*, be it observed, which is to bring at least an equal sum into the parish from other sources, for the benefit of the poor.

The erection of suitable school-rooms renders it comparatively easy to establish efficient schools, and efficient schools may be easily maintained.

In the first place, having new school-buildings, but a very trifling expense will, for some years, be incurred in repairing the fabric, and from this cause alone there will be effected an average annual saving of at least 40*l.*

Moreover, the infant-school now taught at the Point being removed to the new school-house, a saving of 12*l.* annually will be made in rent.

The average annual saving of 52*l.* from these two sources is more than the average annual defalcation of the income of the schools.

This consideration might set your mind at rest as to the income, if it were proposed to carry on the school in the new school-rooms on its present footing of expenditure, but *more efficient schools* are needed. To the efficiency thus sought, new school-rooms will no doubt *contribute*, but they will not *constitute* that efficiency.

For that object an *increased* expenditure must be made.

Now, the Government, with the co-operation of the heads of the Church, offers, by the recent minutes of the Committee of Council, assistance to bear that increased expenditure.

1st. If you have an efficient school, it will give aid in the purchase of apparatus to the extent of two-thirds the cost.

2nd. If you have a master from one of the accredited training institutions, then (according to the tenor of the minutes, of which I enclose a copy) you can obtain an annual grant of from 15*l.* to 30*l.* towards his salary.

3rd. Your school being placed in charge of such a master, you can obtain grants varying from 10*l.* to 20*l.* a-year for each of six or seven apprenticed pupil teachers (see the Minutes), to assist the master and mistress in their labours, and enable them to dispense with the employment of the children in teaching one another.

4th. Being thus enabled to conduct the school without putting one

child to teach another, you may certainly calculate upon the support and good-will of the parents to an extent to which it has never yet been secured; and may, therefore (in respect to a given number of the children), with propriety, raise the school fee, and enforce the more regular payment of it; deriving from that source a like income to that which contributes so largely to the maintenance of other schools.

5th. You are offered, as gratuities to the master and mistress, for the instruction of the pupil teachers, an annual sum of 24*l.* (See Minutes).

6th. It may be expedient for the Committee to consider whether measures might not be taken for establishing a school of industry in connexion with the national school, from which it will be seen from the Minutes that liberal aid is offered, making it an upper school to the present girls' school. And whether, if a building be erected, and a mistress maintained specially for that object, some arrangement might not be entered into with the managers of the present school of industry to unite in this object with the Committee.

Leaving out of the view, however, the last consideration, about which there may be differences of opinion, let it be observed, that with reference to the future maintenance of the school, the plan I propose provides annually—

	£.
First, for a reduction, in respect to repairs, amounting to . .	40
Second, in respect to rent	12
Third, for an increased income to the master of from 15*l.* to 30*l.*, say	25
Fourth, for Government gratuities to the master and mistress, in consideration of the pupil teachers	24
Fifth for an increase in the amount of the school pence, growing out of the higher estimate the poor will form of the value of the school	0
Total	£101

Thus, without reckoning that additional income from school pence which, from my experience in schools, may, I know, nevertheless be reckoned upon, there is a *money* balance in favour of conducting the schools on the plan which I propose of more than 100*l.* a-year.

I say nothing of the balance in favour of the poor children taught in the schools, or of the interests of education in the place.

As of this balance of 100*l.*, only 50*l.* will be required to meet the existing annual defalcation, there will remain 50*l.*, of which 12*l.* is the master's gratuity, raising his salary to 84*l.*; for which sum, with a house, a very superior master may be found.

12*l.* is the mistress's gratuity.

And 26*l.* will be placed at the disposal of the Committee, and enable them to give full efficiency to the infant-school.

The additional school pence may be calculated upon as far more than adequate for any other trifling increase, if there be any, of the present expenditure.

I have, in this calculation, supposed that no additional subscriptions are obtained, and that your present efforts for that object are altogether unsuccessful.

I hope, however, better things; and of this I am sure, that the

people of W——— will take far more interest in the schools, and be more ready to support them when they are good schools; and when they have school-buildings of a character consistent with the opulence and the public spirit of the parish.

I think it probable that the present very respectable schoolmaster may be provided with some other position not less advantageous, and better suited to him than the care of so large a school.

In this letter I have spoken of myself* as taking an active part in carrying out the measures which I have proposed.

I have done so to avoid circumlocution, and because whatever measures may be adopted I, as an inhabitant of W———, have a common interest with the Committee in their success.

But, in reality, I can take no such part; my functions as a Government Inspector, in their nature, interdict my agency in the administration or management of schools, and I am specially instructed to that effect.

With this communication, therefore, the task I have imposed upon myself is completed.

Whatever may be the decision of the Committee, it is a satisfaction to me to have made an effort to improve the education of the poor children of the place, and I am relieved of what, under the circumstances of the case, I have been led to look upon as a responsibility.

Your's, &c.,

HENRY MOSELEY.

APPENDIX F.

The Present Moral Condition of the Population of Bilston.

THE aggregate weekly earnings of a family are very large, and yet families are often destitute, not only of comforts but of necessaries,—the produce of their labour is spent as soon as it is received, without thought and without limit, in the ale-house or the eating-house; and, it can hardly be otherwise among those who are ignorant not only of their moral and social duties, but whose wives and daughters are ignorant of the commonest and most essential of domestic duties, cooking, baking, brewing, washing, mending, sewing, even in the coarsest and most inefficient manner. It is painful to know that such should be the case, but it would be marvellous if it were not, when the female children at the earliest moment that age or strength will admit of, are forced into the shops and works, to add, by their labour, to the family income.

A tradesman, of great experience, and better versed in the habits of the working classes than any one I have ever met with, lamented to me—says the same intelligent informant to whose testimony I have before referred—the utter ignorance of household duties prevailing among the

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* In explanation of this and other passages of this letter, it is necessary to state that the writer has long been connected personally with the parish to which it refers.

women of the working classes; he tells me that it is a matter of no ordinary occurrence to him to have to point out the pots and pans absolutely requisite for their household purposes, and hear and witness, during the progress of the outfit, the painful ignorance of his youthful customers as to the duties and responsibilities they are about to incur. So imperfectly is household economy understood, that the members of a family, as they come in after the Saturday night's marketing has been accomplished, will cut their respective steaks from the leg of mutton or the loin of beef, throw them with the tongs upon the fire, and broil and devour them—all the comfort, all the economy, all the kindly feeling of the social meal unthought of and unknown. Expense is never thought of. "A tenant of mine, a thinking man, too, in a certain degree, came to apologize for non-payment of his rent. He made the usual excuses, slackness of work, dearness of provisions, and so forth; and, having gained the time he asked for, he wound up his visit by saying, 'I bought the most beautifulest little loin of lamb in Wolverhampton market last Wednesday.' Now, it so happened that the fortnight preceding, I had dined at the tables of the most affluent and aristocratic of the immediate neighbourhood, but at none had I seen lamb: it was the middle of February, and of course lamb at its very highest price."

The cost is never calculated, perhaps never understood; eightpence or tenpence will be given without a remark for a quarter of a duck; the price of the duck itself is not thought of—a hundred or a hundred and fifty per cent. profit is an idea that never suggests itself. In the turn-out, in 1842, the privation and consequent suffering were very great. "I saw four men tear a sixpenny loaf into pieces, and swallow it with an avidity that rendered it impossible they could have tasted it,—in fact, they were half famished; yet suffering and privation had not the effect that might have been expected; prudence and foresight made no practical advance in the main; satisfied from what I saw that the only safe course was to give relief in kind, I gave orders upon a respectable tradesman for bread, bacon, oatmeal, tea, and sugar in such proportions and for such periods as seemed advisable. Great was my surprise when, in stating to him my intention, and fixing the prices at which those articles were to be supplied, he asked me if he was to supply only the specific articles ordered. I told him he must,—that my purpose was to aid the sustenance of the persons to whom I gave tickets; he said, 'Well, Sir, I will take care your directions are complied with to the letter. I must tell the people so or they will have ham, and that of the best quality, to the amount of the order.' Now, that was at a time of the most touching misery and suffering; so great that, to meet the demands I had upon me, I refrained from personal expenses I could not give up without inconvenience." The number of houses rated in Bilston is 4353, of which 160 are ale-houses, beer-houses, or liquor-shops, or 1 in 26; all, of course, supported by the working-classes, whose expenditure, if rent, taxes, and the other ordinary charges, exclusive of profit, be taken into account, must be very great; if money-clubs, gambling, fines for intoxication, assaults, and all the other costs incident to the frequenting of such places, and loss of time be added, enormous, so enormous that if once rightly understood by those who incur them, the evil would be checked, if its prevention would not be effected.

The withdrawal of money from the savings' bank during the turn-out

of 1842 was not, there is reason to believe, for the purpose of holding out, but for the purpose of maintenance solely, by those who were forced into this turn-out against their will, and deprived of work by the rest. The sums were so small, and drawn out with so much reluctance, and so evidently under a hope that the men would go to work again, that it was impossible to mistake the influence operating upon the mind. If a greater mass deposited, it is believed by the persons most competent to judge, that turn-outs would seldom take place, and be of shorter duration. A great number of persons, however, feel the greatest reluctance to deposit, for fear it should become known to the masters, and many, very many, *actually* take their money to Mr. ————, in the previous week and get him to bring it, in order that it may not be known that they are depositors. "A man who came to me with reference to the Rules of a Friendly Society, was induced, from what I said, to come and make a deposit last week, but he actually sent a person *to see first who was present*, and particularly requested I would not mention his having deposited to his master, who is a tenant of mine. He came again to-day, and made a further and larger deposit, but his fear of its being known, though diminished, still exists to an extent it is painful to witness. Two highly respectable puddlers entertained the same jealousy, and actually purchased land in the name of another party, and built themselves houses upon it, practically submitting to be considered as tenants, not owners. I discovered the fact on the registration; they desired to be placed on the list of electors, and came to me about it, and, with some hesitation at last told me all the facts; how and when they had purchased, the amount they had given, and all the other particulars, and on my expressing my surprise at this conveyance having been made to a third party, they said it was to prevent their master knowing they were doing so well. This led me to make further inquiry, and I learned that it was not by any means uncommon to take such a course." Much, perhaps, of this jealousy arises from the proximity of position in these districts of the employer and employed; the one has a greater command of capital, and so far is in a higher position than the other, but in intellectual attainments the difference is not very perceptible, and the ruler is as foolishly jealous as the ruled. If a correct view of the identity of interest could be effected, a great change for good would be the result. Each looks only to his own interest, and here there is no third person by birth, by education, by attainment, and by experience practically fit to step in between them. It is a great and grievous loss to each, but so it is; few men of adequate intelligence and position will reside in the working districts, and hence results much of the evil all complain of, but none set about to work a remedy for. "The bitter fruit is at hand; no one who witnessed the feeling that prevailed during the turn-out in 1842 can doubt of that." The influence of the great slack has been beneficial as respects the savings' bank; the deposits began to increase as soon as it was possible after its cessation, that is, as soon as the debts contracted during its continuance were worked down, and have continued since to increase. In 1839, the number of depositors was 67; 1840, 86; 1841, 134; 1842, 129; 1843, 136; 1844, 196; 1845, 290; 1846, 420, and the number during the current year is increasing rapidly.

The leisure hours of the men are mainly spent in the public-houses,

the truth is, the women, having no notion of domestic duty or domestic comfort, by their want of tact and management, make the ale-house more comfortable than the fire-side; the consequence is, that all the time and money of the family are wasted and misused. The home is a scene of wretched untidiness and filth; no furniture, no bedding but the poorest and most comfortless—often straw or hay stuffed into a filthy ticking, and everything in disorder and discomfort: it is most painful to witness the state of the houses and furniture. A labourer in the agricultural districts, at 10*s.* a-week wages, is a far more respectable man; he has a good bed, good furniture, and an air of comfort and respectability about his home and household; here there is nothing of the kind; in the one there is uniformity and rule; in the other all in disorder, irregularity, and misery. "I go into the houses of each, and am constantly struck with the wide difference in them. Much, I think, of the evil results from the great ignorance that prevails among the working people—an ignorance uncounteracted by the influence and intelligence of the higher classes; they have no one to resort to for advice or information, no one to fear, or whose respect they desire, and that I am sure has much to do with the unhappy habits prevailing in these populous districts." The benefits that would arise from opportunity and advice discreetly given may be judged of from the effect of the savings' bank and the increasing influence it, at last, seems to be gaining. The deposits and payments were:—

	Deposits.			Payments.		
	£.	s.	d.	£.	s.	d.
1839	556	16	6	53	11	0
1840	771	14	9	269	10	9
1841	1336	14	5	858	19	2
1842	1071	13	4	1084	4	8
1843	1107	15	2	819	4	3
1844	1763	13	7	780	19	1
1845	3381	15	0	856	15	3
1846	4945	14	3	2198	16	5

And the deposits are now rapidly increasing, the withdrawals being in large sums, chiefly effected for the purpose of buying land, building a house, or setting up in business. This satisfactory result has arisen from the advice, and influence, and interference of a very few individuals, and I am persuaded, if the same course could be taken in reference to other matters of social order and prosperity, the result would be similar, for however thoughtless and improvident the working people may be, they are open to reason, and will listen to it, especially if the mode in which it is conveyed be kind, not authoritative. No persons are more sensitively alive to kindness generally, or better, or more accurate judges of propriety of conduct in those of higher station than themselves than the working people; if the advantages of rank or talent be disregarded or misused, by no class will it be more quickly seen and apprehended, more severely censured, than by the working people; censured with a severity of sarcasm rarely equalled in the very highest persons amid the heighth of intellectual power and refinement: how lamentable it is, then, that the talent, ability, and judgment, and discernment of these classes is suffered to rust for lack of instruction and proper cultivation and consideration; if valued and drawn out as deserved, and fair opportunity of

exercise afforded, great, I am sure, would be the general advantage, so far as respects not only individuals, but the public character, and conduct, and comfort of all classes.

No doubt the ignorance that prevails among the working people leads to strikes, combinations, sedition, &c.; quick, clever, understanding, ingenious, and intelligent in their several callings, and with great good sense in the main, their ignorance upon all other matters is extreme; hence they are not able to judge with any degree of certainty as to truth or falsehood; assertion with them goes a great way, and tells with great effect in the hands of a clever and unscrupulous speaker; he influences their feelings and excites their passions, and, believing that he speaks the truth, they act often with violence and unbounded folly; but they will listen to reason, and can and will apply argument founded upon fact and common sense. The following well-known facts show this; I quote them in the words of the enlightened and benevolent magistrate to whom I have before referred, and by whom they were communicated to me:—"I once, in a violent Chartist movement here, destroyed the effect of the speaker upon the crowd by quietly requesting he would give one instance of the fact he asserted with unblushing impudence, that thousands and tens of thousands of their wives, and daughters, and sisters were bringing forth daily in the open air, under hedges, and in ditches; he went on, but I was firm, and again called upon him for an *instance*, and I destroyed the effect at once by quietly saying, 'That cannot be a fact of which you are unable to give any instance; if it were true, some of us must have known of it, and I will venture to say that not a person present can vouch for its truth.' Those very men, though they were armed, and one of them was taken up and had a bludgeon loaded with lead of some pounds weight, as I saw myself, were convinced, and dense as the crowd was, opened and permitted me to pass out without being touched, though in a manner that showed how greatly and painfully their feelings had been roused and imposed upon; there was a perfect silence. Another instance I can mention is the effect produced upon the mob who took possession of my house in the autumn of 1842. I was sitting at my writing-table when a mob of several hundred persons came suddenly upon me; the first warning I had was the darkening of my window, and looking up I saw a crowd of faces looking over the blind, and heard a mass of heavy feet going down to the kitchen-door; my servant came in and told me the kitchen was full. I went out instantly, and found a great number of men in the house, one of whom, a most powerful fellow, had placed himself against the wall, and in a tone and manner not to be mistaken, demanded relief, as they were starving. I told him I could not grant him any, as the mode in which he asked for it was an improper one, and moreover an illegal one. He said they must have relief from me; that I had too much property for one man. I told him that was a question I could not enter into with him; that if the relief he applied for were really needed, and he or any of his companions came to me singly and applied for it, I would inquire into the cases and, if proper, give relief, but that it would be unbecoming and unworthy upon my part to relieve under the circumstances in which he had placed me; that to do so would be to yield to force, and, in fact, be a robbery. He said they did not so intend it. I said, 'But is it not so in fact? Do you mean to say that with this one servant only in the house I am not in

your power, or that it is anything but a sense of my duty that prevents me from being frightened into giving you what you demand?' One of the men said, 'That's true.' The leader then said, 'You have too much land for any one man, and you make us work and slave for you, and we have no interest in the land.' I said 'That is not true, you have a far greater interest in the land than I have.'—'Oh!' said he, 'that cannot be. You have all that comes from it, and our labour too.' I said, 'No, I have not, and you shall prove so yourself. What is new mine-stone a-ton?' He said, '8*s.*' I said, 'Well, then, 2½ tons will sell for £1.'—'Yes.' 'What is your charter a-ton?'—'6*s.* 2*d.*,' he replied. 'Well, then, you get, you see, 15*s.* 5*d.* out of every pound, do you not?' 'Why, yes. Well, we did not think it was so much.' I said, 'No, you do not think, if you did you would not be so unreasonable. You see you get 15*s.* 5*d.*, and leave only 4*s.* 7*d.* to Mr. Baldwin and myself to find capital, engines, and agents, and pay rates and taxes, and bad debts. Do you think that too much?'—'No; they did not think it was enough.' I then said, 'Can you do without us? can you go to Liverpool and sell and ship those goods, or manage such a trade.'—'Oh, no!' 'Can I get this mine without you?'—'No.' 'Which then has the best of it? If I mistake not, your interest in the land, instead of being nothing, as you say, is rather more than three-fourths.' This was intelligible and had its effect. He then said, 'But no one person ought to have so much as I had.' I said, 'What would you say to me if I were to say, your wages were not your own, and were too much for you when they were the fruits of your hard labour. All I have has been the fruit of industry and prudence, and if my grandfather, by honest labour, chose to put by part of his earnings and give me the advantage of a good education, what is there to prevent any of you from doing the same with far greater means. He, like you, worked for his bread. I have seen him myself drive his plough and sow the land himself.' 'Oh, yes,' two or three cried out, 'but it was his own land.' I said 'No, it was not; he rented it and paid for it, and gained his living by his daily labour, just as you do; the only difference was, he valued his labour as he ought, and turned it to its proper advantage; you may any of you do the same.' That also had a great effect. They then asked me for money and beer, but I refused, and said I had already done what I felt it to be my duty to do, by giving work at 1*s.* 6*d.* a-day to every one who chose to apply for it, with a full understanding that they were at liberty to leave without notice as soon as they could get better employment; that it had cost me, as they must know, a large sum of money, and that I could not do more.' One of the men in the yard then said, 'His head also has done a great deal; he is right, and we had better go.' The men then began to move off very slowly and very sulkily, and at parting I said, 'You have now come to a right sense of what you ought to do, and will respect me more for having had courage to do my duty than if I had given way to your threats. Take my advice, go home quietly and return to your work as soon as possible. You are all liable to be sent to the treadmill for what you have done, but I promise you I will not prosecute any of you; I can make allowance for your excitement, but the next person you go to may not, and the consequences you cannot foresee,—it may be transportation, or even worse.' And it was, for the next house they went to they beat a man most violently,—very nearly killed him,—and the

leader, who had stood with his back against my kitchen wall, and four others who were with him, were transported. But the second offence did not occur until some days after the visit at my house, for my reasoning had had its effect and dispersed the mob, as they afterwards admitted. Now, if men under such circumstances be open to conviction, and have common sense enough to judge even against themselves, what might not be effected among them by a judicious training and education; once make them thoroughly understand their moral position and responsibility, and a very great point will be gained. At present, not having a notion even of responsibility in any shape or way, they are easily influenced and led away; but I can speak practically to the good I have seen result from quietly conversing with the men, and explaining to them the points in which they were in error; and I am quite sure that much evil was avoided during the turn-out by the patience and kindness shown by a few persons of experience and intelligence in this neighbourhood, in explaining to the men the real relative positions then existing between them and their masters. I may add that, in a great many instances, I succeeded in satisfying the men the views they took were not only wrong but most injurious and dangerous to their own interests."

STATISTICS of the SCHOOLS Inspected

NAME OF SCHOOL.	NUMBER.																	
	Population for whose benefit the School was erected	Number of Children for whom Accommodation is provided in the School.	On the Books during the last Six Months	Average Number in Daily attendance.	Fee of each child in Pence.	In Attendance at the Time of Examination			Number of Classes		Pupil Teachers or General Monitors.		Average Age of the Children who are above Seven Years of Age		Number of Paid Teachers, exclusive of Pupil Teachers or Monitors		
						B.	G.	In.	B.	G.	B	G	B.	G.	B.	G.	In
Arnold . . .	4,509	..	..	100	1*d.*	71	60	..	5	4	..	..	All 1st Class.		..	1	..
Aston-upon-Trent	1,952	..	100	80	1*d.* to 6*d.*	36	44	..	3	5	..	..	..	..	1	1	..
Adbaston . .	610	..	56	60	2*d.* and 3*d*	21	26	..	5	5	..	..	..	..	..	1	..
Blakenhalls .	800	109	..	80	1*d.* to 2*d.*	21	18	..	4	4	..	..	..	..	..	1	..
Bloxwich . .	..	..	144	140	1*d.* to 2*d.*	79	53	..	5	5	..	1	..	..	1	1	..
Bamford . .	..	..	30	27	..	14	15	..	3	3	..	..	$8\frac{4}{7}$	$9\frac{4}{7}$	1	1	..
Bollington . .	..	..	280	179	2*d.* and 3*d.*	35	56	45	5	..	..	..	..	..	1	1	1
Brimmington .	800	99	55	36	2*d.* 3*d.* 4*d.*	..	..	..	..	..	..	..	..	..	..	1	..
Bolsover . .	1,512	..	29	45	2*d.* and 6*d.*	27	19	..	4	3	..	..	$9\frac{7}{25}$	$10\frac{7}{25}$	1	1	..

in the MIDLAND DISTRICT.

ATTAINMENTS.																		Library.		EXPENDITURE.	
Reading.				Writing.		Arithmetic.														Stipend.	
Reading Simple Narrative.		Reading with Ease.		Writing on Paper.		In First Four Rules.		In Compound Rules.		In Proportion and the higher Rules.		Mental Arithmetic.	Geography.	English Grammar.	Etymology.	History of England.	Vocal Music.	Number of Books on Catalogue.	Number issued during last Six Months.	Master.	Mistress.
B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.									£. s. d.	£. s. d.
7	6	..	..	19	17	19	17	..	..	..	..	..	..	..	..	..	..	..	..	..	30 0 0
22	15	5	4	14	7	3	6	8	..	3	..	14	14	..	..	..	..	..	..	29 0 0	24 0 0
7	6	3	6	5	6	6	8	..	..	..	..	6	..	4	..	4	..	..	..	..	26 0 0
3	5	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	5 0 0
11	7	12	9	13	11	12	17	3	..	..	..	..	35	..	..	35	..	..	..	20 0 0	10 0 0
5	3	1	1	3	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	15 0 0	..
12	18	9	12	21	11	11	11	2	..	..	..	..	11	..	..	7	..	..	..	15 0 0	7 0 0
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	School fees. 15 0 0
9	11	..	5	16	11	9	15	4	4	..	..	28	..	7	..	19	19	..	..	80 0 0	..

(*Continued on p.* 210.)

STATISTICS of the SCHOOLS Inspected

NAME OF SCHOOL.	EXPENDITURE—*continued.*					INCOME.	
	Stipend—*continued.*		Sundries.				
	Mistress of the Infant School.	Monitors.	Books and Stationery.	Repairs, Furniture, Apparatus, &c.	Fuel.	Endowment.	Annual Subscriptions and Donations.
	£. s. d	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
Arnold . . .	..	..	..	..	..	..	..
Aston-upon-Trent	..	Shares with mistress.	..	..	..	..	29 0 0
Adbaston . .	..	..	..	..	..	..	Varying.
Blakenhalls . .	..	Per annum 5 4 0	0 10 0	Cleaning, 1 15 4½ 2 0 0	2 10 0	..	..
Bloxwich . . .	..	A female, 2*s.* per week.	5 0 0	1 14 0	3 0 0	10 0 0	..
Bamford . .	..	..	..	..	..	..	8 5 0
Bollington . .	School pence.	..	..	2 10 0	7 0 0	..	1 10 0
Brimmington .	..	..	2 17 0	2 15 6	0 2 6	..	13 0 0
Bolsover . .	..	..	8 0 0	0 5 0	2 0 0	3 0 0	27 8 0

in the MIDLAND DISTRICT.

INCOME—*continued.* Fees per Annum.	Annual Collections.	Date of Inspection.	REMARKS.*
£. s. d.	£. s. d.	1846	
13 4	..	July 21	A town of frame-work knitters. The school is called an infants' school, but contains children of all ages, and is organized as a national school. 131 children were present at my examination, in charge of a single mistress, apparently not more than 19 years of age. The school-room was formerly a Dissenting chapel.
..	..	May 19	Founded and chiefly supported by the squire, he gives a house rent free to the master, who receives, in addition to his stipend, 6*l.* for collecting rates, and is allowed the privilege of taking a scholar. The boys have been taught to reflect on what they learn, and to understand it, and the fruit of this is apparent not less in their religious than their secular instruction. The school does infinite credit to the master.
..	..	Sept. 25	A cheerful, and apparently an improving mixed school, taught by a mistress and two of her children. It owes much to the judicious supervision of a gentleman who resides with the incumbent as a private pupil, and who contributes largely to its support.
Unknown.	10 0 0	Sept. 22	An infant-school provided for the benefit of a large population, chiefly of colliers, having most complete and comfortable buildings, but wretchedly supported. A superior school is needed, but there are no means for maintaining it.
Unknown	30 0 0	Sept. 22	A comfortable master's house has been erected since my last visit. The girls' school has suffered from a change of teachers. If there were funds for providing efficient teachers, this could not fail to be a thriving and a most useful school. It continues to receive the active supervision of the clergyman and his lady, in whose anxieties for its welfare it is impossible not to sympathize.
14 0 0	..	June 15	This school is a failure, never having been properly maintained. Its income appears to be, at present, eked out from the slender salary of the curate. At my last visit it was closed. Three schoolmasters have, in vain, tried to obtain a support in it, and I fear that it will shortly be closed again.
60 0 0	5 0 0	June 18	The girls' school is a favourable specimen of a monitorial school, the mistress efficient, and the discipline good; the religious instruction carefully attended to. The boys' school has much improved since the appointment of a new master. The school was erected by the aid of a Treasury grant.
20 0 0	7 0 0	May 28	Closed since 28th April. The school was erected for the benefit of a great and increasing population of colliers. It opened in charge of a master and mistress, and was aided by a grant of 30*l.* for two years from the National Society. The teachers turned out ill, the grant was withdrawn, and the school failed. The trustees met me at the school, agreed to double their subscriptions, and requested me to recommend them a master. I have done so, and the school is now, I am informed, prospering.
14 0 0	1 16 0	May 28	This school appears to have encountered an unmerited opposition on the part of the Dissenters of Bolsover. It is a mixed school, taught by a hard-working master, who appeared to me to have done his duty well, and to be entitled to the confidence and the goodwill of the parents whose children benefit by his instruction.

Statistics of the Schools Inspected.

NAME OF SCHOOL	NUMBER																		
	Population for whose benefit the School was erected	Number of Children for whom Accommodation is provided in the School.	On the Books during the last Six Months	Average Number in Daily Attendance	Fee of each Child in Pence.	In Attendance at the Time of Examination			Number of Classes		Pupil Teachers or General Monitors		Average Age of the Children who are above Seven Years of Age.		Number of Paid Teachers, exclusive of Pupil Teachers or Monitors.		
						B	G.	In	B.	G.	B	G.	B	G.	B	G.	In.
Blackenfield .	459	..	..	78	1*d.* and 2*d*	21	13	..	3	3	..	..	..	..	1	..	..
Brierly Hill .	12,290	150	..	..	..	82	114	146	6	10	..	..	..	..	..	..	..
Bramcote . .	732	..	..	..	..	37	42	..	3	3	..	..	..	..	..	..	.
Bilston . . .	7,000	608	170	200	1½*d* 2*d.*	72	36	81	5	5	..	..	..	..	1	1	..
Birmingham :— St. Luke's .	8,000	370	200	218	2½*d.* 3*d.*	116	96	60	4	6	1		$9\frac{14}{159}$	$10\frac{14}{159}$	1	1	..
St. Philip's .	20,000	512	..	..	2*d* 3*d*	44	63	..	6	5	..	..	..	..	1	1	..
St. Paul's .	..	..	..	..	..	113	58	130	6	5	6	4	..	..	1	1	..
St. George's .	24,300	457	530	290	2*d* 3*d.* 4*d.*	80	63	54	6	6	..	1	..	..	1	1	1

in the Midland District—*continued.*

ATTAINMENTS.																		Library.		EXPENDITURE.	
Reading.				Writing		Arithmetic.														Stipend.	
Reading Simple Narrative.		Reading with Ease.		Writing on Paper		In First Four Rules.		In Compound Rules.		In Proportion and the higher Rules.		Mental Arithmetic.	Geography	English Grammar.	Etymology.	History of England.	Vocal Music.	Number of Books on Catalogue.	Number issued during last Six Months.	Master.	Mistress.
B	G.	B.	G.	B.	G.	B	G.	B.	G.	B.	G									£. s. d.	£. s. d.
4	4	4	4	9	7	6	6	3	1	2	..	1	..	..	..	..	..	..	..	30 0 0	..
15	86	8	16	6	23	32	24	24	14	1	1	..	17	15	..	..	..	..	..	..	..
20	19	6	6	15	10	17	22	6	3	2	..	..	..	..	..	..	16	..	..	..	..
19	18	9	18	27	16	34	9	1	4	..	..	..	19	19	..	..	..	..	..	..	..
49	42	19	19	64	43	65	48	38	9	..	..	83	50	50	47	50	..	..	..	75 0 0	35 0 0
9	17	10	6	20	27	23	27	6	..	..	..	..	27	..	..	15	..	..	..	Pence, 30 0 0	Pence, 15 0 0
56	24	13	4	26	13	49	42	1	..	..	..	..	38	22	..	22	..	..	..	..	..
37	49	16	45	39	6	21	7	39	..	7	..	23	74	46	46	23	46	..	..	Pence, 15 0 0	Pence, 20 0 0

(*Continued on p.* 214.)

Statistics of the Schools Inspected.

NAME OF SCHOOL.	EXPENDITURE—*continued.*					INCOME.	
	Stipend—*continued.*		Sundries.				
	Mistress of the Infant School.	Monitors.	Books and Stationery.	Repairs, Furniture, Apparatus, &c.	Fuel.	Endowment.	Annual Subscriptions and Donations.
	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
Brackenfield .	..	..	..	..	..	..	..
Brierly Hill .	..	..	..	..	..	..	..
Bramcote . .	..	..	..	..	..	..	..
Bilston . . .	..	..	10 0 0	0 2 10	5 0 0	..	..
Birmingham :— St. Luke's .	Pupil Teacher, 4 0 0	..	16 0 6 17 1 0	256 0 0	8 4 0	..	208 12 3½ 100 0 0
St. Philip's .	..	..	..	..	..	..	63 17 0
St. Paul's .	..	..	..	..	..	..	..
St. George's .	Pence.	15 12 0	..	40 0 0	..	..	40 0 0

n the Midland District—*continued.*

INCOME—*continued.* Fees per Annum.	Annual Collections.	Date of Inspection.	REMARKS.*
£. s. d.	£. s. d.	1846	
..	..	May 20	This school has received an annual grant of 15*l.* from the National Society. It has been unfortunate. It opened with 80 children, but with such a master only as could be procured for 35*l.* annually, and who turned out ill, and had reduced the numbers to 34. He has since been replaced by an efficient teacher. The school-house is a noble building, in a wild, remote, and ignorant district.
..	..	Sept. 8	But little has yet been done for the improvement of these great schools. The apparatus for which a grant was made last year has not begun to be used. The capabilities of the school for doing good are great. I fear that the good done is not in proportion to them. The boys' school has a little improved in character, but not in numbers. The girls' school is, as before, crowded.
..	..	July 24	Supported chiefly by the squire and his lady. With reference to the limited objects contemplated in it, the school is tolerably efficient. The writing is good, the reading not so good. The master appears an earnest, pains-taking man, and the discipline cheerful and healthful.
30 0 0	10 0 0 40 0 0	Sept. 4	The first class of boys has somewhat improved; the school remains however, on the whole, one of a very inferior character. Reading has been more successfully taught in the girls' school. The infants' school is an excellent one. 13 of the infants out of 91 could read well in the Gospels.
..	36 8 0	Aug. 14	This school has the inestimable benefit of the supervision of a zealous clergyman and a punctual and efficient committee. The school apparatus, provided by the aid of public grants, is splendid. The system a favourable example of the monitorial system. The teachers fairly instructed, and excellent disciplinarians; much is, however, wanting to make it efficient for the instruction of each individual child.
..	..	Aug. 11	I wish that I could record a favourable impression of this school, on the erection of which a large public grant has been expended. It is taught by a laborious, zealous master, appointed since my last visit. In the girls' school, a new mistress and assistant mistress have been appointed, and it is, I hope, improving.
..	..	Aug. 21	The school-buildings were erected at a cost of 2,080*l.* The offices are injudiciously constructed. The infants' school is taught in a room separated from the girls' school only by a wooden partition. The two interrupt one another, and I can say but little in favour of either. The boys are taught in a large room above. The master is a mild, but apparently a firm and earnest teacher. The state of his school does him great credit.
..	55 0 0	Aug. 12	The master, formerly an assistant in a grammar school, is a student of Trinity College, Dublin. His college pursuits do not, however, appear to take away from his zeal and earnestness as a teacher. With proper assistance, and a more judicious method of enforcing the discipline, he would make of this an excellent school. The infants' school maintains its efficiency. I can record no favourable impression of the girls' school.

* The opinions which the Inspector has expressed in this column are to be understood *relatively.* The standard to which he refers, when speaking of the qualifications of teachers, and the character of the instruction in schools, not being that which, in his judgment, *ought* to exist, but that which *does* exist.

Statistics of the Schools Inspected

NAME OF SCHOOL	NUMBER.																	
	Population for whose benefit the School was erected.	Number of Children for whom Accommodation is provided in the School	On the Books during the last Six Months	Average Number in Daily Attendance.	Fee of each Child in Pence.	In Attendance at the Time of Examination.			Number of Classes.		Pupil Teachers or General Monitors		Average Age of the Children who are above Seven Years of Age.		Number of Paid Teachers, exclusive of Pupil Teachers or Monitors		
						B	G.	In.	B.	G.	B.	G.	B	G.	B.	G.	In
Birmingham :— All Saint's .	18,039	616	159	154	2*d.* 3*d.* 4*d.*	41	14	36	5	3	..	..	..	..	1	1	2
Bp. Ryder's.	9,000	500	205	166	2*d.*	112	38	79	6	4	..	..	$7\frac{93}{127}$	$8\frac{93}{127}$	1	1	1
St. Peter's .	20,000	531	All infants	70	1½*d.* 3*d.* 6*d.*	68	38	..	6	5	..	..	..	..	1	1	..
St. Thomas's	20,000	235	353	177	2*d.* 2½*d* 3*d*	65	..	96	3		..	..	..	..	1	1	1
St. Bartholomew's.	..	..	80	65	2*d.* 3*d.*	50	54	..	5	5	..	..	..	..	1	1	..
St. Stephen's	..	..	..	..	..	64	45	..	5	4	..	..	..	..	..	..	..
St. Mark's .	492	4,000	..	215	2*d.*	135	116	..	6	11	..	..	$8\frac{41}{96}$	$9\frac{41}{96}$	1	1	..
St. Matthew's	12,698	691	557	424	1*d.* 2*d.*	116	103	255	7	7	..	..	$8\frac{44}{59}$	$9\frac{44}{59}$	..	..	..
Creaton . . .	505	..	93	60	..	49	15	..	5	3	..	..	..	..	1	1	..

in the Midland District—*continued.*

ATTAINMENTS.																		Library		EXPENDITURE.	
Reading.				Writing		Arithmetic.														Stipend.	
Reading Simple Narrative.		Reading with Ease.		Writing on Paper.		In First Four Rules		In Compound Rules		In Proportion and the higher Rules.		Mental Arithmetic.	Geography	English Grammar.	Etymology.	History of England.	Vocal Music.	Number of Books on Catalogue	Number issued during last Six Months.	Master.	Mistress.
B.	G.	B	G	B	G.	B	G.	B	G.	B	G.									£. s. d.	£. s. d.
16	10	4	2	20	7	9	..	11	7	..	..	..	27	27	..	7	20	..	..	25 0 0	20 0 0
40	46	15	4	40	15	81	2[illegible]	11	..	..	..	55	71	71	71	55	42	..	.	Pence, 20 0 0	30 0 0
12	4	9	3	22	17	19	7	3	..	8	..	..	29	14	..	22	22	..	..	No fixed amount.	No fixed amount.
24	6	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	65 0 0	40 0 0
20	2[illegible]	3	1	20	16	15	2[illegible]	4	1	4	..	13	..	..	..	..	..	..	..	64 0 0	30 0 0
22	21	6	5	20	22	29	35	4	..	..	..	..	38	38	..	38	22	..	..	..	..
31	40	13	21	44	55	60	80	7	..	2	..	..	67	..	..	..	..	..	..	60 0 0	32 0 0
40	34	19	21	46	59	27	52	3	18	..	..	19	73	37	..	37	19	..	..	75 0 0	35 0 0
14	12	6	3	5	3	7	5	..	..	..	..	..	..	..	..	..	..	..	..	37 0 0	5 0 0

(*Continued on p.* 218.)

Statistics of the Schools Inspected

NAME OF SCHOOL.	EXPENDITURE—*continued.*					INCOME.	
	Stipend—*continued.*		Sundries.				
	Mistress of the Infant School.	Monitors.	Books and Stationery.	Repairs, Furniture, Apparatus, &c.	Fuel.	Endowment.	Annual Subscriptions and Donations.
	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
Birmingham :—							
All Saints' .	18 0 0	Nineveh, 20 0 0	..	50 0 0	..	..	40 0 0
Bp. Ryder's.	30 0 0	Each 0 10 0	..	..	..	..	..
St. Peter's .	..	..	..	..	..	..	..
St. Thomas's	35 0 0	Boys, 4 0 0 Girls, 5 0 0	..	..	..	..	35 2 6
St. Bartholomew's. .	..	..	6 0 0	18 0 0	13 0 0	..	16 0 0
St. Stephen's	..	..	..	..	..	..	..
St. Mark's .	..	..	7 3 2	0 18 0	10 6 4	..	20 0 0
St. Matthew's	40 0 0	Assistant, 38 7 0	..	46 16 11	..	..	..
Creaton . . .	..	..	0 10 0	..	2 10 0	..	29 0 0

in the Midland District—*continued.*

INCOME—*continued.* Fees, per Annum.			Annual Collections.			Date of Inspection.	REMARKS.* * The opinions which the Inspector has expressed in this column are to be understood *relatively*. The standard to which he refers, when speaking of the qualifications of teachers, and the character of the instruction in schools, not being that which, in his judgment, *ought* to exist, but that which *does* exist.
£.	s.	d.	£.	s.	d.	1846.	
70	15	0	12	0	0	Aug. 12	Ample school-buildings erected at a great expense, out of all proportion to the number of children assembled in them, and the character of the instruction they receive. The reason assigned is, that there are no resources to maintain a good school.
..			..			Aug. 13	The boys' school has been fortunate in its masters. A liberal grant for apparatus made twelve months ago has been of infinite service to it, the efforts of the clergyman to promote its welfare are unwearied, and, under many discouraging circumstances, it claims to be the best school in Birmingham. I can record no favourable impression of the girls' or infants' schools. For the former, a new school-room is needed.
28	1	0½	..			Aug. 20	In the boys' school I found much to commend. The master, brought up at the Worcester Training School, is an earnest and a successful teacher. His merits would be greatly enhanced by a more humble deportment. I can record no favourable impression of the girls' school.
126	2	7	56	0	0	Aug. 11	The infants' school only is under inspection. It has greatly improved since my last visit, and does credit to the mistress. An assistant mistress has been appointed, and a grant for apparatus judiciously applied.
..			15	0	0	Aug. 28	There is but little in the instruction given in this school, or in the attention to order, cleanliness, and even decency observable in it, which can contribute to improve the habits, or elevate the moral and social condition of the poor children who attend it.
..			..			Aug. 20	The school-buildings excellent. The boys' school noisy, disorderly, and troubled with an echo. Only 1 boy in 9 can read with tolerable ease and correctness. Geography and singing appear, however, to be taught with some care. I can record a much more favourable impression of the girls' school. The mistress appears industrious, and the discipline is good, and easily maintained. Here, as in the boys' school, geography is well taught, and reading neglected.
85	0	0	16	0	0	Aug. 24	The girls' school is remarkable for the good order which prevails in it, and the ease with which its discipline is maintained. It is a favourable specimen of a monitorial school, and does credit to the mistress. I regret not to be able to extend a similar commendation to the boys' school.
..			..			Aug. 21	These great schools are in a more thriving and efficient state than at either of my previous inspections; the *lower classes*, in particular, have been more carefully attended to. All the classes in the girls' school are taught by young persons training for the office of schoolmistress. The infants' school is excellently conducted. It is to the indefatigable labours of the Rev. S. Bull that these schools owe their efficiency.
10	0	0	3	6	10	July 29	The children have been carefully taught reading; but little pains have, however, been taken to cultivate their intelligence. A new master has recently been appointed, and promises well. There is an excellent new school-house, but no master's residence.

Statistics of the Schools Inspected

NAME OF SCHOOL.	NUMBER.																	
	Population for whose benefit the School was erected.	Number of Children for whom Accommodation is provided in the School.	On the Books during the last Six Months.	Average Number in Daily Attendance.	Fee of each Child in Pence.	In Attendance at the Time of Examination.			Number of Classes.		Pupil Teachers or General Monitors		Average Age of the Children who are above Seven Years of Age		Number of Paid Teachers, exclusive of Pupil Teachers or Monitors.		
						B.	G.	In	B	G	B	G.	B.	G.	B.	G.	In
Chapel-en-le-Frith	3,199	..	..	..	..	56	33	86	4	4	..	..	..	..	.	..	..
Codnor and Loscoe	2,000	133	..	..	2*d.* 4*d.* 6*d.*	24	11	..	..	..	..	..	$9\frac{2}{7}$	$10\frac{2}{7}$	..	..	..
Coventry, St. Peter's.	3,207	227	250	120	2*d.*	94	59	..	5	4	..	..	..	..	1	1	..
Cogenhoe . .	291	90	69	..	1*d.* 3*d.*	35	28	..	7	7	..	..	..	..	1	1	..
Carrington . .	2,100	..	..	..	..	101	..	..	5	..	6		..	..	1	..	.
Cann Lane . .	..	..	..	..	..	30	28	..	..	..	..	..	..	..	..	..	..
South Collingham	721	..	130	60	2*d.* 3*d.* 4*d.*	24	24	..	2	3	..	..	..	..	1	1	..
West Cosely .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Codnor Park .	2,007	..	..	..	..	58	51	..	4	4	..	..	$8\frac{6}{31}$	$9\frac{6}{31}$	1	..	..

in the Midland District—*continued.*

ATTAINMENTS																		Library.		EXPENDITURE					
Reading				Writing		Arithmetic														Stipend					
Reading Simple Narrative		Reading with Ease		Writing on Paper		In First Four Rules.		In Compound Rules		In proportion and the higher Rules		Mental Arithmetic	Geography	English Grammar	Etymology	History of England.	Vocal Music	Number of Books on Catalogue	Number issued during last Six Months	Master			Mistress		
B	G	B.	G.	B	G	B	G	B	G.	B.	G									£.	s.	d.	£.	s.	d.
27	15	10	7	48	15	36	18	6	5	2	..	..	20	13	..	20	13	..	..	..			..		
10	2	2	..	11	..	9	..	2	..	..	..	..	..	..	..	..	..	..	..	..			..		
40	15	17	15	3	12	40	5	16	..	1	..	..	..	..	6	..	..	..	..	40	0	0	18	0	0
3	2	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	3	0	0	20	0	0
22	..	31	..	75	..	44	..	24	..	17	..	..	53	31	31	31	33	..	..	..			..		
4	4	..	3	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..			..		
12	4	8	10	14	8	5	5	4	..	2	..	..	12	5	11	..	..	..	..	40	0	0	20	0	0
16	..	5		..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..			..		
22	26	18	1	30	27	25	23	5	4	..	..	..	11	..	..	11	19	..	..	..			..		

(*Continued on p.* 222.)

Statistics of the Schools Inspected

NAME OF SCHOOL.	EXPENDITURE—*continued.*					INCOME.	
	Stipend—*continued.*		Sundries.				
	Mistress of the Infant School.	Monitors.	Books and Stationery.	Repairs, Furniture, Apparatus, &c.	Fuel.	Endowment.	Annual Subscriptions and Donations.
	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
Chapel-en-le-Frith	..	..	..	..	..	..	..
Codnor and Loscoe	..	..	..	..	..	..	..
Coventry, St. Peter's . .	..	2*d.* per week.	..	22 0 0	..	..	..
Cogenhoe . .	..	..	0 13 3	0 13 0	1 5 0	..	10 0 0
Carrington . .	..	..	..	..	..	..	..
Cann Lane . .	..	..	..	..	..	..	..
South Collingham	..	..	2 10 0	10 7 5½	3 7 5	..	48 9 0
West Cosely .	..	..	..	..	..	..	..
Codnor Park .	..	..	..	..	..	..	..

in the Midland District—*continued*

INCOME—*continued*		Date of Inspection	REMARKS *
Fees, per Annum	Annual Collections		* The opinions which the Inspector has expressed in this column are to be understood *relatively*. The standard to which he refers, when speaking of the qualifications of teachers, and the character of the instruction in schools, not being that which, in his judgment, *ought* to exist, but that which *does* exist
£ s. d.	£ s. d		
		1846	
..	..	June 8	This school was erected chiefly at the expense of the Rev. W. Bagshaw, aided by a Treasury grant. The building is of stone, is well arranged, and of appropriate architecture The ventilation is, however, bad The clergyman gives great attention to the school, and the system is vigorous and efficient I was much pleased with the answers of the girls of the first class
..	..	May 21	This school was erected by the aid of a public grant, and vested in lay trustees At my last visit, it was closed It has since been *let* to the nephew of one of the trustees by agreement I can record no favourable impression of the state of the school, or the competency of the master.
39 0 0	..	Sept 11	The boys' school maintains the very efficient state in which I found it at my last inspection, and does great credit to the zeal and professional ability of the master. I can record no favourable impression of the girls' school A new clergyman has been appointed, who takes great interest in the schools
8 10 0	6 17 4½	July 30	A beautiful school-house for infants, the site of which, and also a cottage for the residence of the mistress, were given by a farmer I can record no other favourable impression of the school.
..	..	July 22	Founded by — Wright, Esq, of Mapperton, and principally supported at his expense. The cheerful subordination of this school, the new and useful expedients of instruction adopted in it, and the selection of books and apparatus, do infinite credit to the judgment and zeal of the master, who was introduced to that office directly from a laborious calling One third of the boys read with ease, and the same number have a fair knowledge of English grammar and history
..	..	Sept. 9	A school for infants and elder children, taught by a dame in a district in which, above all others, good schools are needed This school would probably be as good as other dame schools if the monitorial system were not adopted in it.
27 10 5	..	July 17	An honest little village school, where the master and his wife teach all the children themselves, under the care of the latter, infants of 6 or 7 years of age have been taught to read better than I am accustomed to find children of 10 or 11 reading in monitorial schools. A little more knowledge of method, and a better organization, would make of it all that could be wished in a school of this class.
..	..	Sept 3	The school has somewhat improved since my last visit, but in the character of the instruction given in it, and the number of children who attend it, it remains still deplorably unequal to the necessities of the district.
..	..	May 26	The buildings, including a noble school house and a master's house, were erected at the expense of F Wright Esq., and the other proprietors of the Butterly Works, by whom the schools are, moreover, liberally supported A new master has been appointed from Battersea since the time of my visit.

Statistics of the Schools Inspected

NAME OF SCHOOL	NUMBER.																	
	Population for whose benefit the School was erected.	Number of Children for whom Accommodation is provided in the School.	On the Books during the last Six Months.	Average Number in Daily Attendance.	Fee of each Child in Pence.	In Attendance at the Time of Examination.			Number of Classes.		Pupil Teachers, or General Monitors.		Average Age of the Children who are above Seven Years of Age.		Number of Paid Teachers, exclusive of Pupil Teachers or Monitors.		
						B.	G.	In.	B.	G.	B.	G.	B.	G.	B.	G.	In.
Derby, St. Warburg.	2,400	610	563	208	1*d.* 2*d.*	201	130	..	8	8	6	6	$7\frac{126}{181}$	$8\frac{126}{181}$	1	1	..
,, St. Peter's	8,500	548	..	143	2*d.* 3*d.*	132	81	..	6	5	..	..	$9\frac{108}{113}$	$10\frac{108}{113}$	1	1	..
,, Trinity .	3,000	428	..	..	..	127	58	..	6	5	1	..	$8\frac{71}{105}$	$9\frac{71}{105}$	1	..	..
Disley . . .	2,191	..	160	150	1*d.* 3*d.* 7*d.*	39	42	..	6	6	..	..	$8\frac{7}{12}$	$9\frac{7}{12}$	1	..	..
Dunham . .	538	..	117	60	2*d.*	28	25	..	4	4	..	..	9	10	1	1	..
Darlaston . .	8,264	364	150	111	3*d.*	..	..	..	..	..	..	..	..	..	1	1	..
Dunchurch . .	1,470	213	112	85	$1\frac{1}{2}$*d.* 2*d.*	..	56	50	..	5	..	..	..	..	..	1	..
Desborough .	1,388	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..
Little Eaton .	712	100	..	..	2*d.*	19	26	..	5	5	..	..	..	..	..	1	..

in the Midland District—*continued.*

ATTAINMENTS.																		Library.		EXPENDITURE.	
Reading.				Writing		Arithmetic.														Stipend.	
Reading Simple Narrative.		Reading with Ease.		Writing on Paper.		In First Four-Rules.		In Compound Rules.		In Proportion and the higher Rules.		Mental Arithmetic	Geography.	English Grammar	Etymology	History of England.	Vocal Music.	Number of Books on Catalogue.	Number issued during last six Months	Master.	Mistress.
B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.									£. s. d.	£. s. d.
69	19	19	16	87	18	85	22	12	36	32	..	32	127	77	..	51	..	..	..	60 0 0	30 0 0
54	49	31	6	65	41	64	31	36	20	17	..	83	52	..	..	53	..	..	..	School fees.	
55	17	22	10	76	14	45	19	26	8	13	..	..	47	24	..	57	..	..	..	..	..
10	37	5	8	6	8	21	..	1	..	2	..	..	..	1	..	..	..	..	..	15 0 0	..
10	4	8	3	12	7	13	15	2	..	3	..	7	25	8	..	15	25	..	.	Pence 30 0 0	Pence
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	Pence, 25 0 0	House, Pence, 7 0 0
..	23	..	10	..	25	..	40	..	4	..	.	..	20	10	..	10	30	..	..	..	50 0 0
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
4	11	2	8	4	15	3	10	4	..	..	..	..	17	17	..	..	..	..	..	..	20 0 0

(*Continued on p.* 226.

Statistics of the Schools Inspected

NAME OF SCHOOL.	EXPENDITURE—*continued.*					INCOME.	
	Stipend—*continued.*		Sundries.				
	Mistress of the Infant School.	Monitors.	Books and Stationery.	Repairs, Furniture, Apparatus, &c.	Fuel.	Endowment.	Annual Subscriptions and Donations.
	£. s. d	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
Derby, St. Warburg.	..	31 4 0	..	50 0 0	4 0 0	..	120 0 0
,, St. Peter's	..	6 0 0	37 13 5	11 0 2½	5 10 3	..	28 3 6
,, Trinity .	..	3 0 0	..	..	..	..	..
Disley . . .	..	..	1 10 0	..	2 0 0	..	5 0 0
Dunham . .	..	..	1 5 2	27 10 4½	6 16 0	..	30 15 0
Darlaston . .	..	..	..	..	..	..	..
Dunchurch . .	3 3 0	6 16 0	4 16 8¼	9 14 2	0 6 1	..	25 13 0
Desborough . .	..	..	..	..	..	..	..
Little Eaton .	.	3 0 0	2 0 0	5 0 0	2 0 0	..	..

in the Midland District—*continued.*

INCOME—*continued.* Fees per annum.	Annual Collections.	Date of Inspection.	REMARKS.*
£. s. d.	£. s. d.	1846.	* The opinions which the Inspector has expressed in this column are to be understood *relatively*. The standard to which he refers, when speaking of the qualifications of teachers, and the character of the instruction in schools, not being that which, in his judgment, *ought* to exist, but that which *does* exist.
..	..	May 5	Established and maintained by the inhabitants of different parishes in Derby and by the country gentry, for the general benefit of the town, but situated in St. Warburg's parish. By the judicious management of the Rev. Mr. Latham, the funds have been relieved from a heavy debt since my last visit, and the boys' school has attained a high standard of efficiency. Six paid pupil teachers are employed, who are preparing to become schoolmasters, and the boys show a power of attention and a readiness of apprehension which are among the most certain characteristics of good teaching. The girls' school is very inferior to the boys'.
Not known	27 17 8	..	I wish I could speak as favourably of the instruction in the girls' school as I can of the cleanliness and order of the children; only 1 in 13 could read with ease. In the boys' school, nearly 1 in 3 could read with ease, and 10 with expression. The penmanship of the boys pleased me much. The master, a vigorous and indefatigable man, has much improved himself and his school since my last inspection.
..	..	May 6	The girls' school has entirely disappointed the expectations I had formed of it; the boys' school presents a remarkable contrast to it. The master is indefatigable in his work, and considering that he has the assistance of only one young pupil teacher in the instruction of 150 children, he is very successful.
..	..	June 17	A substantial school-house, erected by Mr. Legh, of Lyme. I can record no favourable impression of the state of the school.
38 0 0	4 0 0	July 16	A school erected for the benefit of several adjacent parishes. It opened with 100 children, but the parents being dissatisfied with the monitorial system, as I was informed, it dwindled away, and was closed. After an interval of three months, it has been re-opened. I cannot attribute the ignorance of the children to the present teachers, who have but recently taken charge of the school.
53 0 0	..	Sept. 3	Two boys only out of 63 could read in the Epistles with ease and correctness. I can record no favourable impression either of the boys' or the girls' school.
25 3 11½	22 11 6	July 28	The girls' and infants' schools only are under inspection. The mistress is assisted by lady visitors, one of whom attends daily for two hours, and by four or five monitresses from 12 to 16 years old. The subjects include all that is taught in the best schools, the methods are good, and the discipline is admirable. The school owes its success chiefly to the judicious supervision of the clergyman's lady.
..	..	July 29	This school has been closed since 1845. By the exertions of an intelligent farmer, a considerable subscription has, however, been raised, and with the aid of a legacy of 226*l.* from Mrs. M. Biggs, it is expected that a new school-house will be built, and a good school maintained.
20 0 0	..	May 11	A dame's school in which a mistress does, apparently, her best to teach 50 children, aided by a pupil teacher; but which ministers very inadequately to the educational wants of the district.

Statistics of the Schools inspected

NAME OF SCHOOL.	NUMBER.																	
	Population for whose benefit the School was erected.	Number of Children for whom Accommodation is provided in the School.	On the Books during the last Six Months.	Average Number in Daily Attendance.	Fee of each Child in Pence.	In Attendance at the Time of Examination			Number of Classes.		Pupil Teachers, or General Monitors.		Average Age of the Children who are above Seven Years of Age.		Number of Paid Teachers, exclusive of Pupil Teachers or Monitors.		
						B.	G	In	B	G.	B	G.	B.	G.	B	G.	In
Ettingshall . .	..	..	346	230	1½*d* 2*d*.	73	59	83	5		..	..	..	..	1	1	1
Eastwood . .	1,621	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Forebridge . .	..	..	120	70	1*d*. 2*d*.	48	45	..	5	5	..	..	..	..	1	1	..
Greenhill (Norton).	2,100	92	118	62	2*d*.	22	12	..	4	4	..	..	$8\frac{13}{17}$	$9\frac{13}{17}$	1	1	..
Lower Gornal .	..	..	236	155	1*d*. 2*d*. 3*d*.	76	80	58	5	5	..	..	..	..	1	1	..
Higher Sutton .	..	..	..	..	..	42	33	..	4	4	..	..	$9\frac{1}{21}$	$10\frac{1}{21}$	..	..	..
Handsworth .	3,000	148	63	70	1*d*. 2*d*.	41	33	..	5	4	..	..	..	..	1	1	..
Hayfield . .	3,737	..	..	..	..	50	10	..	1	..	..	..	..	..	..	..	..

in the Midland District—*continued.*

ATTAINMENTS.																				Library		EXPENDITURE.	
Reading.				Writing		Arithmetic.																Stipend.	
Reading Simple Narrative.		Reading with Ease		Writing on Paper.		In First Four Rules.		In Compound Rules.		In Proportion and the higher Rules		Mental Arithmetic.	Geography.	English Grammar.	Etymology.	History of England.	Vocal Music	Number of Books on Catalogue.	Number issued during last Six Months.	Master.	Mistress.
B	G	B.	G.	B	G	B.	G.	B	G.	B	G									£ s. d.	£. s. d.
6	24	..	10	14	14	23	17	..	17	..	..	9	9	..	..	..	..	..	..	14 0 0	14 0 0
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
12	9	6	6	23	13	18	13	..	..	..	..	..	14	14	..	..	..	..	..	..	..
8	4	3	2	14	6	..	3	11	3	..	..	5	8	..	..	..	3	..	..	64 0 0	
27	35	13	7	27	15	16	37	1	5	..	..	5	..	..	..	..	..	..	..	38 15 0	23 8 0
10	10	6	5	15	16	17	16	3	3	..	..	..	19	..	10	9	..	..	..	..	..
15	16	6	4	23	13	23	9	2	4	..	..	9	4	9	..	11	11	..	..	43 0 0	38 0 0
..	..	15	..	15	..	..	..	2	..	13	..	..	15	15	15	..	..	..	..	..	..

(*Continued on p.* 230.)

Statistics of the Schools Inspected

NAME OF SCHOOL.	EXPENDITURE—*continued.*					INCOME.	
	Stipend—*continued.*		Sundries.				
	Mistress of the Infant School.	Monitors.	Books and Stationery.	Repairs, Furniture, Apparatus, &c.	Fuel.	Endowment.	Annual Subscriptions and Donations.
	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
Ettingshall . .	10 0 0	..	2 0 10	20 1 2	11 8 0	..	23 10 0
Eastwood . .	..	..	..	..	..	..	..
Forebridge . .	..	..	..	..	..	..	..
Greenhill (Norton).	..	..	2 5 10	1 10 6	2 1 0	..	36 1 0
Lower Gornal .	..	..	..	..	1 8 6	..	..
Higher Sutton .	..	..	..	..	..	..	..
Handsworth .	..	..	3 0 0	7 0 0	7 4 5	..	27 5 6
Hayfield . .	..	..	..	..	..	..	..

in the Midland District—*continued.*

INCOME—*continued.* Fees per annum.	Annual Collections.	Date of Inspection.	REMARKS.*
£. s. d.	£. s. d.	1846.	
..	23 14 0	Sept. 10	A new master from Lichfield has recently been appointed, and the boys' school filled directly. The discipline of the girls' school is good, but a more intelligent method of instruction is desirable. The infants' school is an admirable one. It would be well if the children never left it.
..	..	May 26	I have found but very few good schools in colliery districts. These excellent schools show what may be done for such districts by good teachers and schools placed under an active supervision and judicious management.
..	..	Sept. 23	Being situated in the district of which the Rev. Mr. Baber, Diocesan Inspector of Schools, is incumbent, this may be considered a model school. In its organization he has discarded the monitorial system. Boys and girls are taught together in three principal divisions, each containing about 30, the first taught by the master, the second by the mistress, and the third by a paid female pupil teacher. This arrangement *works well.* The reading and spelling of the lower classes are far better than in ordinary monitorial schools, and if the master, who has recently been appointed, do not make the first class proficient in the higher branches of secular instruction, it will be his own fault.
26 0 0	..	May 29	I am at a loss to account for the unsatisfactory state of this little school. The master is fairly instructed, and the clergyman assures me of his zeal and industry; yet the children are very backward, even in reading.
..	..	Sept. 9	Excellent school-buildings, neatly kept—a very uncommon thing in this district—and crowded school-rooms; boys, girls, and infants. I wish I could record an equally favourable impression of the instruction the children are receiving.
..	..	June 12	The master is intelligent and apparently zealous, but I cannot record an opinion that the children have been well instructed. The singing is, however, an exception to this remark. The grant for desks has not been judiciously applied, the proper arrangement having been sacrificed for the convenience of a Sunday-school.
20 0 0	17 2 3	Aug. 27	The boys' school is in a very unsatisfactory state. A new master has, however, recently been appointed, and there is a prospect of improvement. The girls are excellently taught, and I cannot account for the small number of them assembled in the school.
..	..	June 16	This school, situated in a populous manufacturing township of the parish of Glossop, was built by the aid of a Treasury grant in 1831. Having been tried as a National school by five masters unsuccessfully, as I was informed, it has now been given into the hands of a private teacher, who carries it on for his own benefit. He has discarded the monitorial system, and, with the aid of an assistant, teaches the 60 children, whom I found assembled, himself. It is an efficient school.

* The opinions which the Inspector has expressed in this column are to be understood *relatively.* The standard to which he refers, when speaking of the qualifications of teachers, and the character of the instruction in schools, not being that which, in his judgment, *ought* to exist, but that which *does* exist.

Statistics of the Schools Inspected

NAME OF SCHOOL	NUMBER.																	
	Population for whose benefit the School was erected	Number of Children for whom Accommodation is provided in the School	On the Books during the last Six Months	Average Number in Daily Attendance	Fee of each Child in Pence	In Attendance at the Time of Examination.			Number of Classes.		Pupil Teachers or General Monitors		Average Age of the Children who are above Seven Years of Age		Number of Paid Teachers, exclusive of Pupil Teachers or Monitors		
						B.	G	In	B	G.	B.	G.	B	G	B	G	In.
Hurdsfield . .	3,551	..	330	219	2*d.* 3*d.* 6*d.*	41	21	..	3	3	3		$8\frac{55}{61}$	$9\frac{55}{61}$	1	1	2
Heage . . .	2,000	136	75	75	$1\frac{1}{2}$*d* 2*d*	42	40	..	7	7	..	..	..	..	..	1	..
Kilsby . . .	655	..	..	..	..	13	4	..	2	2	..	..	..	..	1	..	..
Kirk Langley .	647	..	80	80	3*d* 6*d*	35	19	..	4	4	..	..	$10\frac{1}{2}$	$11\frac{1}{2}$	1	1	..
Lowdham . .	1,800	162	770	165	1*d.* 2*d.* 3*d.*	52	41	..	6	6	..	..	..	..	1	1	..
Leek . . .	7,300	600	..	..	..	85	45	..	6	6	..	..	..	..	..	..	..
Longford . .	1,249	..	..	..	..	50	52	..	4	5	..	..	..	..	..	..	..
Littleover . .	..	..	..	..	..	12	7	..	3	2	..	..	..	..	..	..	..
Lenton . . .	4,000	300	174	220	1*d* 2*d.* 3*d*	72	41	..	5	4	.	..	..	..	1	1	..
Macclesfield, Christchurch.	15,000	692	86	63	2*d* 3*d* 4*d.*	61	7	..	3	1	..	2		..	1	1	1

in the Midland District—*continued.*

ATTAINMENTS.																			Library.		EXPENDITURE.		
Reading.				Writing.		Arithmetic.															STIPEND.		
Reading Simple Narrative.		Reading with Ease.		Writing on Paper.		In First Four Rules.		In Compound Rules.		In Proportion and the higher Rules.		Mental Arithmetic.	Geography.	English Grammar.	Etymology.	History of England.	Vocal Music.	Number of Books on Catalogue.	Number issued during last Six Months		Master.	Mistress.
B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.										£. s. d.	£. s. d.
31	32	18	4	23	4	26	9	..	5	..	..	..	17	12	..	12	..	..	..		70 0 0	40 0 0
9	5	..	4	3	6	3	4	..	2	..	..	..	10	..	..	..	..	..	..		..	16 17 6
2	1	..	..	2	2	4	..	2	2	..	..	..	..	..	..	..	..	..	..		..	..
17	3	13	13	10	8	7	4	6	1	7	..	..	..	..	..	..	..	..	..		All the income.	
25	11	6	4	29	15	9	6	1	..	..	..	..	16	16	..	16	..	..	..		55 0 0	
22	16	28	3	37	9	12	17	24	..	..	..	..	10	..	..	14	..	..	..		..	..
19	23	7	9	31	16	20	9	4	16	..	..	..	35	..	..	7	7	..	..		..	..
7	..	2	3	9	6	5	..	2	3	..	..	..	2	2	..	..	..	..	..		..	..
25	14	15	5	36	19	17	30	11	..	8	..	15	37	37	..	23	15	..	..		65 0 0	40 0 0
18	..	16	5	21	4	28	..	6	..	..	..	14	14	14	..	14	14	..	..		70 0 0	25 0 0

Continued on p. 234).

Statistics of the Schools Inspected

NAME OF SCHOOL.	EXPENDITURE—*continued.*												INCOME.					
	STIPEND—*continued.*						SUNDRIES.											
	Mistress of the Infant School.			Monitors.			Books and Stationery.			Repairs, Furniture, Apparatus, &c.			Fuel.			Endowment			Annual Subscriptions and Donations.		
	£.	s.	d.	£.	s.	d.	£.	s.	d.	£.	s.	d.	£.	s.	d.	£.	s.	d.	£.	s.	d.
Hurdsfield . .	60	0	0	15	7	6	..			21	10	0	9	0	0	10	0	0	10	0	0
Heage . . .	..			..			1	6	1½	..			1	0	0	..			..		
Kilsby . . .	..			..			..			..			..			..			..		
Kirk Langley .	..			..			..			..			..			15	10	0	..		
Lowdham . .	..			..			12	0	0	2	0	0	1	5	0	30	0	0	11	7	6
Leek . . .	..			..			..			..			..			..			..		
Longford . .	..			..			..			..			..			..			..		
Littleover . .	..			..			..			..			..			..			..		
Lenton . . .	..			..			7	0	0	44	4	9	20	0	0	..			51	4	0
Macclesfield, Christchurch.	6	10	0	6	0	0	15	0	0	25	15	0	12	0	0	30	0	0	36	0	0

in the Midland District—*continued.*

INCOME—*continued.* Fees. per Annum.	Annual Collection.	Date of Inspection.	REMARKS.*
£. s. d.	£. s. d.	1846.	
100 0 0	20 0 0	June 9	The *technical* branches are taught not less carefully in this excellent school than in others where they constitute the whole object of the teacher, and everything is superadded that may supply to the children appropriate subjects for reflection, and teach them to reason and reflect upon them. The master was a student at Battersea. The girls' school does not succeed. The infant-school is prosperous, and well conducted.
16 17 6	..	May 21	A school for elder girls and infants, of whom I found 82 assembled under the care of a mistress, who labours with an energy and ability in her hopeless task which do her infinite credit. In this miserable colliery district the means of instruction should be the most ample, and I find them everywhere the most meagre.
..	..	July 28	This school opened with 90 scholars, and as long as an efficient master taught it, the number was kept up. The present master is incompetent to the office.
37 10 0	..	May 19	The children of this school have been honestly and industriously taught; more attention to the right understanding of what they learn is, however, desirable, and some subjects of instruction may, with advantage, be added. The clergyman and his lady take great interest in the school.
24 16 6	3 0 0	July 21	An excellent school-room and large playground, with gymnastic apparatus, in which the children greatly delight. A full school, where the clergyman attends daily, giving, himself, the Bible lesson. The religious instruction of the children is admirable, their secular instruction, inadequate.
..	..	Nov. 23	These schools are most inadequately supported. The state of the boys' school does, however, great credit to the master. Of the girls' school, I can record no favourable impression. This school of 150 children has long been the only church school in Leek, which has a population of 12,000.
..	..	May 14	More attention is needed to the lower classes of this school. It is in other respects a truly excellent school, in which the influence of the clergyman's mind and character are apparent, not less than the zeal and ability of the schoolmaster.
..	..	May 15	A poor neglected school, feeble and spiritless; apparently because there is no resident clergyman to take an interest in it.
36 14 6	23 8 2	July 24	Built and chiefly maintained by F. Wright, Esq. The boys' school is a very favourable specimen of a monitorial school. The discipline does not, however, appear to be maintained with judgment or even temper. The religious knowledge of the girls is considerable, but their secular instruction very deficient.
30 0 0	35 0 0	June 10	An endowment of 30*l.* annually has, since my last visit, been secured to this school, and a new master appointed from Battersea, who has devoted himself with great zeal and industry to his work. He exercises an easy moral ascendency over the children. The aspect of the school is cheerful, the power of attention cultivated with success, and the highest standard of instruction aimed at. It has been truly gratifying to me to find so good a school at length established in this place.

* The opinions which the Inspector has expressed in this column are to be understood *relatively*. The standard to which he refers, when speaking of the qualifications of teachers, and the character of the instruction in schools, not being that which, in his judgment, *ought* to exist, but that which *does* exist.

Statistics of the Schools Inspected

NAME OF SCHOOL.	NUMBER.																	
	Population for whose benefit the School was erected.	Number of Children for whom Accommodation is provided in the School.	On the Books during the last Six Months.	Average Number in Daily Attendance.	Fee of each Child in Pence.	In Attendance at the Time of Examination			Number of Classes.		Pupil Teachers or General Monitors.		Average Age of the Children who are above Seven Years of Age.		Number of Paid Teachers, exclusive of Pupil Teachers or Monitors.		
						B.	G.	In	B.	G.	B	G.	B.	G.	B.	G	In.
Macclesfield, St. George's	..	..	..	..	..	36	18	110	2	3	..	..	..	..	..	..	..
Moddershall .	..	..	..	..	..	16	18	..	4	4	..	..	..	..	..	..	..
Marple . . .	3,462	..	174	95	$1\frac{1}{2}d.$	52	38	..	5	4	..	..	..	..	1	1	..
Moxley . . .	2,000	405	190	81	2*d* 3*d*.	..	..	..	..	..	..	..	..	..	1	1	..
Norbury . .	808	..	152	110	2*d*. 3*d*.	49	9	75	3	3	..	..	$8\frac{4}{5}$	$9\frac{4}{5}$	1	1	..
Newthorpe . .	1,126	100	..	46	1*d*. $1\frac{1}{2}d.$	..	..	..	..	..	..	..	..	..	..	..	..
Nottingham .	28,000	..	140	80	1*d*.	84	..	..	6	..	..	..	9	10	1	..	..
Newark . .	..	..	..	..	..	158	71	..	7	5	..	..	$9\frac{18}{91}$	$10\frac{16}{91}$	..	..	..
Oundle . . .	3,000	382	275	160	1*d*.	39	46	75	4	3	..	..	$9\frac{17}{34}$	$10\frac{12}{34}$	1	1	..
Ollerton . .	3,684	294	145	176	1*d*.	113	72	..	4	5	..	..	$8\frac{41}{98}$	$9\frac{41}{98}$	1	1	..
Quarry Bank .	..	..	..	..	..	24	41	65	5	4	..	..	..	..	..	..	..

in the Midland District—*continued.*

ATTAINMENTS.																			Library.		EXPENDITURE.	
Reading.				Writing		Arithmetic.															STIPEND.	
Reading Simple Narrative.		Reading with Ease.		Writing on Paper.		In first Four Rules.		In Compound Rules.		In Proportion and the higher Rules.		Mental Arithmetic.	Geography.	English Grammar.	Etymology.	History of England.	Vocal Music.	Number of Books on Catalogue.	Number issued during last Six Months.	Master.	Mistress.
B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.										
23	9	14	4	17	5	15	11	12	..	2	..	..	15	15	..	..	..	..	..	..	..
2	6	1	4	3	8	2	4	1	4	..	..	..	..	..	..	..	..	..	..	..	..
12	7	15	..	22	..	7	..	5	..	3	..	..	15	7	..	15	..	..	..	School fees. 30 0 0	
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	50 0 0	28 0 0
15	5	6	1	25	6	17	6	8	..	8	..	..	14	..	..	..	6	..	..	60 0 0	35 0 0
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
36	..	11	..	14	..	31	..	2	..	..	..	..	35	33	..	..	..	..	..	80 0 0	..
41	23	22	13	28	13	61	36	43	..	6	..	..	..	..	..	..	..	..	..	..	..
17	20	16	12	29	23	29	23	2	..	2	..	11	48	23	..	23	..	..	..	75 0 0	
29	39	36	24	85	41	67	24	12	..	82	..	25	63	36	36	..	36	..	..	64 6 7	40 0 0
13	14	1	3	4	11	..	15	3	2	..	..	..	..	..	..	..	..	..	..	..	..

Statistics of the Schools Inspected

NAME OF SCHOOL.	EXPENDITURE—*continued.*					INCOME.	
	STIPEND—*continued.*		SUNDRIES.				
	Mistress of the Infant School.	Monitors.	Books and Stationery.	Repairs, Furniture, Apparatus, &c.	Fuel.	Endowment.	Annual Subscriptions and Donations.
	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
Macclesfield, St. George's	..	..	..	..	..	..	..
Moddershall .	..	..	..	..	..	..	..
Marple . . .	..	..	5 18 0	4 7 6	3 16 2	..	15 0 0
Moxley . . .	..	..	..	..	..	..	32 0 0
Norbury. . .	..	..	..	..	..	..	34 0 0
Newthorpe . .	..	..	..	..	..	..	9 13 0
Nottingham .	..	Each. 0 4 2	..	..	..	..	..
Newark . . .	..	..	..	..	..	..	..
Oundle . . .	30 0 0	2 12 0	..	..	..	..	129 0 10
Ollerton . .	..	..	14 8 5	23 18 4	6 10 9	..	111 9 0
Quarry Bank .	..	..	..	..	..	..	..

in the Midland District—*continued*

INCOME—*continued.* Fees per Annum			Annual Collection			Date of Inspection	REMARKS *
£	s	d	£.	s	d	1846.	* The opinions which the Inspector has expressed in this column are to be understood *relatively* The standard to which he refers, when speaking of the qualifications of teachers, and the character of the instruction in schools, not being that which, in his judgment, *ought* to exist, but that which *does* exist
..			..			June 11	A mixed school of boys and girls, taught industriously and carefully by a somewhat unpolished but not unskilful master and his wife More method, a better organization, and more intelligent manner of teaching, are desirable.
..			..			Sept. 24	A mixed school, taught by a master who does his best in the matter of reading, writing, and arithmetic
30	8	0	30	0	0	June 14	The boys' school has much improved since my last visit. Geography and history have been added to the course, and are well taught, the reading also has improved The master and his wife, the mistress, appear to be conscientious, hard-working, zealous teachers.
38	0	0	15	0	0	Sept. 2	These schools have much improved since my last visit. I was much pleased with the mistress, trained at the Rev. S. Bull's school. The clergyman gives great attention to the school, and the numbers are increasing
60	0	0	..			June 17	The children of colliers, wild-looking and dirty, but they read well, and have been taught a little geography The discipline is not very good. The infants' school thrives, there is a painstaking efficient mistress and a useful assistant.
..			..			May 26	An infants' school, attended by 30 of the children of the colliers, who compose the population of the district. Neglected and miserably taught.
20	0	0	..			July 23	This school, unfavourably noticed in my last Report, has, in some respects, improved, in particular, the lower classes have been better attended to. It has been for some time the only boys' National school in Nottingham
..			..			July 17	The secular instruction is limited to reading, writing, and arithmetic, of which the children know very little, but in the opinion of the master, quite enough. He is apparently an energetic teacher, and has an assistant, but there is no commensurate result.
..			41	19	0	July 30	I did not find this school in a prosperous state. A new master and mistress have, however, been appointed, and will, I hope, improve it The secular instruction in both schools has been neglected, but in the girls' school much attention has been given to religious knowledge. There is a good infants' school
27	5	7	8	8	2	July 15	Superior to most schools of the same class. The boys have been taught arithmetic, by rule, well, and work accurately. The fault of the school is in its discipline. The discipline of the girls' school is good, and the children have been well taught; for which they are indebted to the labours of a mistress who had recently left, and was a pupil of the Rev Mr. Bull.
..			..			Sept 8	I can record no favourable impression of the boys' school. The girls' is scarcely better. The infants' school is much better.

Statistics of the Schools Inspected

NAME OF SCHOOL.	NUMBER.																	
	Population for whose benefit the School was erected.	Number of Children for whom accommodation is provided in the School.	On the Books during the last Six Months	Average Number in Daily Attendance.	Fee of each Child in Pence.	In Attendance at the Time of Examination			Number of Classes.		Pupil Teachers or General Monitors.		Average Age of the Children who are above Seven Years of Age.		Number of Paid Teachers, exclusive of Pupil Teachers or Monitors.		
						B.	G	In.	B	G.	B.	G.	B.	G.	B.	G.	In.
Riddings . .	..	..	..	..	..	50	63	146	4	4	..	..	$8\frac{38}{51}$	$8\frac{38}{51}$	1	1	1
Rainow . . .	1,800	180	..	40	2*d.* 3*d.*	18	27	..	3	3	..	..	..	..	1	1	..
Smethwick . .	8,500	400	140	105	2*d.* 3*d.*	33	33	..	5	5	..	..	..	..	1	1	..
Siddington . .	700	242	112	78	½*d.* 8*d.*	52	38	..	6	6	..	..	1	1	1	1	..
Sandbach . .	8,000	125	..	..	..	61	152	..	5	8	..	..	..	..	..	..	..
Spondon . .	1,954	91	231	160	2*d.*	74	44	44	5	4	..	..	..	..	1	1	1
Shirley . . .	..	..	108	100	2*d* 4*d.*	..	41	..	..	4	..	1	..	..	1	1	..
Stanwick . .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	1	..

in the Midland District—*continued.*

ATTAINMENTS.																		Library.		EXPENDITURE.	
Reading.				Writing.		Arithmetic.														STIPEND.	
Reading Simple Narrative.		Reading with Ease.		Writing on Paper.		In First Four Rules.		In Compound Rules.		In Proportion and the higher Rules.		Mental Arithmetic.	Geography.	English Grammar.	Etymology.	History of England.	Vocal Music.	Number of Books on Catalogue.	Number issued during last Six Months.	Master.	Mistress.
B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.									£. s. d.	£. s. d.
23	32	8	10	25	29	27	16	1	3	..	..	..	28	38	..	22	..	..	..	50 0 0	34 4 0
9	7	6	5	6	17	19	20	..	..	..	..	..	3	1	..	..	..	..	..	36 0 0	
9	9	7	7	12	..	9	..	3	..	..	..	..	..	..	..	..	..	..	..	30 0 0	15 0 0
22	13	20	18	37	27	22	13	15	16	7	2	8	64	38	..	13	16	..	..	60 0 0	30 0 0
17	24	7	25	35	41	3	49	5	6	..	..	9	61	37	..	48	48	..	..	..	..
25	29	20	16	22	16	25	21	20	4	2	..	22	26	..	..	26	.	..	..	45 0 0	25 0 0
..	16	..	9	..	19	..	10	..	17	..	2	9	9	9	..	19	19	..	..	35 0 0	15 0 0
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..

(*Continued on p.* 242.)

Statistics of the Schools Inspected

NAME OF SCHOOL.	EXPENDITURE—*continued.*					INCOME.	
	STIPEND—*continued.*		SUNDRIES.				
	Mistress of the Infant School.	Monitors.	Books and Stationery.	Repairs, Furniture, Apparatus, &c.	Fuel.	Endowment.	Annual Subscriptions and Donations.
	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
Riddings . .	23 4 0	..	..	..	..	..	..
Rainow . . .	..	..	..	..	..	..	9 0 0
Smethwick . .	..	..	0 12 5	5 0 3	3 9 8	..	46 9 6
Siddington . .	..	8 0 0	10 0 0	..	3 0 0	..	..
Sandbach . .	..	..	..	..	..	..	..
Spondon . .	25 0 0	..	2 0 0	3 10 0	5 0 0	..	25 0 0
Shirley . . .	..	3 5 0	4 0 0	18 0 0	3 12 0	..	16 0 0
Stanwick . .	..	..	..	..	..	..	..

in the Midland District—*continued.*

INCOME—*continued*		Date of Inspection	REMARKS.*
Fees per Annum	Annual Collections		* The opinions which the Inspector has expressed in this column are to be understood *relatively* The standard to which he refers, when speaking of the qualifications of teachers, and the character of the instruction in schools, not being that which, in his judgment, *ought* to exist, but that which *does* exist.
£. s. d	£. s. d	1816.	
59 14 1	..	May 22	Beautiful school buildings, erected at an expense of 2,000*l*, of which 500*l*. was contributed by one of the trustees; and kept in the neatest order, a thing of very rare occurrence in colliery districts. The master recently appointed from Lichfield has secured the entire confidence of the inhabitants. His duties appear to be discharged with great zeal and much professional skill. As yet, but little impression has, however, been made on the school. The girls' and infants' schools are also very efficiently conducted
19 0 0	8 0 0	June 18	There are not adequate funds for the maintenance of this school. At my last inspection it was closed. Two or three masters have since tried it. The present one receives for his own services, and those of his wife, 30*l*. and a house. In these changes the education of the children has suffered.
31 13 0	8 16 0	August 24	I can record no favourable impression of the boys' school The girls' school is much better. The mistress is conscientious and painstaking, and her children have been well taught
36 0 0	..	Nov. 24	This is an excellent village school, its moral aspect is most pleasing The discipline appears to be easily maintained The relation of the master to the children is friendly and cheerful, and the religious instruction of the best kind. I was much pleased with the penmanship and the spelling from dictation.
..	..	June 19	Everything about these great schools is indicative of a right spirit in education, and the exercise of a sound judgment in respect to it. Their estimation with the people is in proportion to this, and their success. The discipline of the girls' school is truly admirable, and the selection of books, arrangement of classes, adoption of new and improved methods, and constant and active supervision, all bespeak that enlightened spirit and prudent zeal in the cause of education which I have never found wanting in success. Pupil teachers are found to remain in this school to the age of 15 or 16, notwithstanding that there is a neighbouring silk-mill. In the boys' school there is a master from Battersea, whose good conduct and professional skill reflect honour on that institution.
60 0 0	12 10 0	May 12	I was much pleased with the girls' school. In the boys' school the master has bestowed great and praiseworthy attention upon the lower classes, but has not succeeded so well with the upper. The occupation of this district is framework-knitting I have never found full and thriving schools in districts where that occupation prevails.
20 0 0	..	May 13	This ought to be an excellent school A master, his wife, and a pupil teacher, are employed to teach 41 children. I cannot think that the support which Archdeacon Shirley has so munificently given to the school is fully justified by the result
..	..	July 31	This school, which received a Treasury grant, was closed for the holidays It is usually taught by a master and his wife There is need of more apparatus, a better arrangement of desks, and better ventilation.

Statistics of the Schools Inspected

NAME OF SCHOOL.	NUMBER.																
	Population for whose benefit the School was erected.	Number of Children for whom accommodation is provided in the School.	On the Books during the last Six Months.	Average Number in Daily attendance.	Fee of each Child in Pence.	In Attendance at the Time of Examination.			Number of Classes.		Pupil Teachers or General Monitors.		Average Age of the Children who are above Seven Years of Age.		Number of Paid Teachers, exclusive of Pupil Teachers or Monitors.		
						B.	G.	In.	B.	G.	B.	G.	B.	G.	B.	G.	In.
South Normanton	..	..	..	..	..	24	16	..	3	..	..	..	..	..	..	..	..
Sutton, Lower	..	..	..	..	..	34	12	..	4	2	..	..	..	..	..	..	..
Stone	..	..	345	154	1*d.* 3*d.*	59	100	..	6	7	..	..	..	..	1	1	..
Stavely	2,000	252	..	..	..	60	35	..	5	4	..	..	9	10	..	..	..
Tansley	507	103	..	..	..	39	22	..	3	2	..	..	9½	10½	..	..	..
W. Bromwich, St. James's.	..	..	..	100	..	55	44	..	4	4	..	..	..	..	..	..	..
,, Trinity	..	..	156	102	2*d.* 3*d.*	57	45	..	4	4	..	..	..	..	1	1	..
Worksop	6,000	200	..	..	..	109	90	..	6	6	..	..	..	..	..	..	..
Wordesley	..	..	323	240	1*d.* 2*d.* 3*d.*	..	..	..	..	..	..	..	..	..	1	1	..

in the Midland District—*continued.*

ATTAINMENTS.																		Library.		EXPENDITURE.	
Reading.				Writing.		Arithmetic.														STIPEND.	
Reading Simple Narrative.		Reading with Ease.		Writing on Paper.		In First Four Rules.		In Compound Rules.		In Proportion and the higher Rules.		Mental Arithmetic.	Geography	English Grammar.	Etymology.	History of England.	Vocal Music.	Number of Books on Catalogue.	Number issued during last Six Months.	Master.	Mistress.
B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.										
7	..	7	..	9	..	6	..	3	..	..	..	..	..	..	..	..	..	..	..	..	..
12	7	6	5	14	7	1	..	3	..	7	..	..	1	1	..	6	2	..	..	..	..
19	12	12	8	20	..	7	..	8	..	..	..	8	..	..	..	..	..	..	..	40 0 0	..
8	14	11	5	53	20	12	11	16	9	2	..	11	..	..	..	..	..	..	..	..	..
11	6	..	4	12	..	27	10	2	..	..	..	..	4	..	..	16	16	..	..	..	..
24	24	6	5	23	20	24	18	4	6	1	..	14	30	16	..	16	..	..	..	..	..
4	16	3	4	2	5	15	7	4	13	1	..	..	26	..	..	26	..	..	..	47 12 6	34 1 6
45	21	20	6	40	22	48	16	4	..	4	..	18	38	4	..	..	18	..	..	..	..
..	..	..	..	..	..	..	..	..	..	.	..	..	..	..	..	..	.	..	..	30 0 0 pence.	20 0 0

(*Continued on p.* 246.)

Statistics of the Schools Inspected

NAME OF SCHOOL.	EXPENDITURE—*continued.*					INCOME.	
	STIPEND—*continued.*		SUNDRIES.				
	Mistress of the Infant School.	Monitors.	Books and Stationery.	Repairs, Furniture, Apparatus, &c.	Fuel.	Endowment	Annual Subscriptions and Donations.
	£. s. d.	£. s. d.	£. s. d.	£. s. d	£. s. d.	£. s. d.	£. s. d.
South Normanton	..	..	..	..	..	..	..
Sutton, Lower	..	..	..	..	..	..	..
Stone	..	..	..	..	1 0 0	..	12 0 0
Stavely	..	..	..	..	..	..	..
Tansley	..	..	..	..	..	..	..
W. Bromwich, St. James's.	..	..	..	..	..	..	..
,, Trinity	..	..	12 2 1	5 10 9	..	..	18 9 6
Worksop	..	..	..	..	..	..	..
Wordesley	..	..	..	..	..	..	..

in the Midland District—*continued.*

INCOME—*continued.* Fees, per Annum. £. s. d.	Annual Collection. £. s. d.	Date of Inspection.	REMARKS.* * The opinions which the Inspector has expressed in this column are to be understood *relatively*. The standard to which he refers, when speaking of the qualifications of teachers, and the character of the Instruction in schools, not being that which, in his judgment, *ought* to exist, but that which *does* exist.
		1846.	
..	..	May 22	The schools, which received a Treasury grant, are closed, except for the use of a Sunday school. There is an old school-house with a piece of land adjoining, and a master's house, built by subscription, in which are an old master and about 40 children. I cannot record a favourable impression of its efficiency.
..	..	June 11	An infants' school, to which the Rev. Mr. Burnet, the incumbent of St. George's, gives great attention. I was particularly pleased with the religious instruction. The school had only been opened recently.
..	14 0 0	Sept. 24	It has been found impossible to keep up that efficient character of the boys' school to which my two last Reports have borne testimony, for want of funds. The sum of 75*l.*, guaranteed to the master, could not be raised, and he has been replaced by one who is content to teach the school for a less salary. The character of the instruction has suffered in this change. The mistress of the girls' school does wonders; but she cannot teach effectually more than one quarter of the children committed to her charge.
..	..	May 29	A favourable specimen of a monitorial school, situated amidst a great population of colliers. The school-buildings are capacious and handsome; the monitors older than I usually find them. The instruction limited to religious knowledge, reading, writing, and arithmetic.
..	..	May 20	I cannot record so favourable an impression of this school as at my last visit. Apparatus is wanted. The master should pursue his task in a more hopeful and a more cheerful spirit; he would then, I think, do well.
..	..	Sept. 4	The state of the boys' school does credit to the master. The penmanship is very good. The children have been well taught geography and English grammar, and the lower classes have been well attended to. There are two mistresses in the girls' school, and an efficient mistress in the infants' school. The school premises are excellent, and the school is most liberally maintained, chiefly by the exertions and the munificent support of a neighbouring iron-master.
56 0 3	33 3 1	August 25	The school premises are neglected and slovenly, the school-rooms dirty. The poverty of the school is the reason assigned for this. Its present state does not realize the hopes I had formed of it, and which I have recorded in my last Report.
..	..	July 14	The boys' school is taught in a room over the old gate of the Priory, by a master and assistant. The state in which I found it is highly creditable to the master. The children read, comparatively, exceedingly well, from the lowest classes; their penmanship and mental arithmetic are good, and they sing (part music) admirably. I can record no favourable impression of the girls' school.
39 0 0	..	Sept. 7	These are well-conducted schools, the girls' school especially. Apparatus is, however, wanted in all of them.

Statistics of the Schools Inspected

NAME OF SCHOOL.	NUMBER.																
	Population for whose benefit the School was erected.	Number of Children for whom accommodation is provided in the School	On the Books during the last Six Months	Average Number in Daily Attendance	Fee of each Child in Pence	In Attendance at the Time of Examination			Number of Classes		Pupil Teachers or General Monitors		Average Age of the Children who are above Seven Years of Age.		Number of Paid Teachers, exclusive of Pupil Teachers or Monitors		
						B	G.	In	B.	G	B.	G.	B.	G.	B	G	In
Walsall, St. Peter's.	..	..	..	..	..	70	80	..	..	..	..	..	..	..	1	..	..
Walton Baswick	..	..	..	..	..	24	25	..	5	5	..	..	..	..	..	..	..
Wednesbury, St. James's.	..	..	62	..	..	..	..	..	..	..	..	..	..	..	1	1	..
,, St. Bartholomew.	..	..	342	211	2*d.* 3	..	..	..	..	..	..	..	..	..	..	..	..
Yeaveley . .	271	53	..	..	3*d.* 6*d.*	21	11	..	3	3	..	..	9 7/10	10 7/10	1	..	..

in the Midland District—*continued.*

ATTAINMENTS.																		Library.		EXPENDITURE.	
Reading.				Writing.		Arithmetic.														STIPEND.	
Reading Simple Narrative.		Reading with Ease.		Writing on Paper.		In First Four Rules.		In Compound Rules.		In Proportion and the higher Rules.		Mental Arithmetic.	Geography.	English Grammar.	Etymology.	History of England.	Vocal Music.	Number of Books on Catalogue.	Number issued during last Six Months.	Master.	Mistress.
B.	G.	B.	G.	B.	G.	B	G.	B.	G.	B.	G.									£. s. d.	£. s. d.
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	30 0 0 pence.	20 0 0
5	2	..	4	4	6	9	7	..	2	..	..	..	10	..	..	..	15	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	20 0 0 house, fuel, and pence.	..
..	..	3	2	4	..	8	4	2	2	1	..	5	17	..	..	5	..	..	..	26 0 0	..

Statistics of the Schools Inspected

NAME OF SCHOOL.	EXPENDITURE—*continued.*					INCOME.	
	STIPEND—*continued.*		SUNDRIES.				
	Mistress of the Infant School.	Monitors.	Books and Stationery.	Repairs, Furniture, Apparatus, &c.	Fuel.	Endowment.	Annual Subscriptions and Donations.
	£. s. d	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
Walsall, St. Peter's.	..	..	..	..	..	..	..
Walton Baswick	..	..	..	..	..	..	..
Wednesbury, St. James's.	..	..	..	..	..	..	..
,, St. Bartholomew.	..	..	..	5 0 0	..	..	23 0 0
Yeaveley . .	..	..	1 10 0	..	..	..	10 0 0

in the Midland Districts.—*continued.*

INCOME—*continued.*		Date of Inspection.	REMARKS.*
Fees per Annum.	Annual Collections.		* The opinions which the Inspector has expressed in this column are to be understood *relatively*. The standard to which he refers, when speaking of the qualifications of teachers, and the character of the instruction in schools, not being that which, in his judgment, *ought* to exist, but that which *does* exist.
£. s. d.	£. s. d.	1846	
..	..	Sept. 22	I visited this school to inspect the school-buildings, and have made a special report thereon. I did not examine the children.
..	..	Sept. 23	Received a Treasury grant. Has no trust-deed. The school-house is particularly neat. Some of the children afforded the evidence of superior religious teaching and the contact of educated minds. The mistress, however, wants energy and method, and the lower classes have been, I fear, neglected.
..	..	Sept. 1	I can record no favourable impression of these schools. Of 55 boys, 20 are learning their letters. The monitorial system is obviously inapplicable to the schools of this district. Not a single girl could read with ease. The schools are deplorably ill supported.
92 8 0	..	Sept. 2	There is a troublesome echo in this school, which renders it noisy. The numbers have kept up well, but the instruction does not realize the expectations I had formed of it. Great and successful efforts have been made in the cause of education by the vicar, but more liberal support is needed to make schools efficient in districts such as these.
16 0 0	..	May 14	Greatly improved, in every respect, since my last inspection. The master is full of rough energy, devoted to his work, and quite equal to it. A more gentle manner to the children, and a more humble deportment, would render him a superior teacher.

Report by the Rev. F. C. Cook, on Schools in the Counties of Middlesex, Cambridge, Essex, Huntingdon, Norfolk, and Suffolk.

SIR, December 26, 1846,

IN the Report upon the Schools of the Eastern District, which I had the honour to present to their Lordships last year, an attempt was made to describe both the improvements which seemed to be in progress, and the difficulties which have impeded the efforts of those friends of education to whose zeal and liberality this nation is indebted for whatever has hitherto been done towards supplying the poor with the elements of secular and religious knowledge. The opinions which I then expressed remain upon the whole unchanged. The system of instruction adopted in the majority of our schools, while it must be admitted to be defective in some important points, still appears to be undergoing a process of internal development and melioration, and to be actually effecting a vast amount of good, and that most especially by communicating a sound, practical, and scriptural knowledge of religious truths to the children of the poor. But, on the other hand, those external hindrances which are connected with the unsettled habits of the poor in towns, or with the system of labour in agricultural parishes, do not appear likely to be removed. Nor can it be doubted that the pecuniary contributions collected in most places afford a precarious and insufficient income, or that they indicate on the part of a large portion of the community either blindness to the deficiency, or indifference to the success, of educational measures.

The tabular statement annexed to this Report contains an account of such particulars referring to the instruction of the scholars and the pecuniary resources of each school, as I had time and opportunity to collect at the date of my visit. In the following pages an attempt is made to classify the results, and to explain them by a few remarks and additional facts observed in the course of this year's inspection.

The schools are situate either in London and the Metropolitan districts, or in country towns, or in villages. It will be most convenient and satisfactory to consider these separately.

In London and the surrounding parishes I have examined this year 112 schools, containing altogether 12,098 children.

Of these, 41 are boys' schools,
46 are girls' schools, and
25 are infant-schools.

These schools may be divided into three classes, not including the infant-schools, of which a separate account will be given.

In the first class of schools, ranked according to their comparative efficiency, I would place 21 boys' schools and 18 girls' schools, from which I collect these results:—

	Boys.	Girls.
In these schools there is accommodation for	4,075	2,208
Total number on the books	2,591	1,496
Number present at the examination	2,268	1,283
Reading monosyllables	758	374
——— easy narratives and portions of the Holy Scriptures	1,031	577
——— books of general information with fluency	479	332
Writing on paper	685	419
Writing fairly from dictation or memory, &c.	503	318
Advanced to reduction and compound rules of arithmetic	544	264
To proportion, practice, and interest	247	16
To fractions, vulgar and decimal	14	..

Four of the boys' schools are conducted by a master, with a paid assistant, or pupil teacher; the remainder by one master each—all of them upon the monitorial system. This gives an average of about 100 boys for each teacher.

Seven of the schoolmistresses have each an assistant, averaging 17 years old. This gives about 60 girls for each teacher.

The salaries of the schoolmasters in this class vary from 35*l.* to 105*l.*—the average being 74*l.* With one exception they have comfortable apartments, and some an extra allowance for coals and candles.

The salaries of the schoolmistresses vary from 33*l.* to 60*l.*—the average being 50*l.*, with the same advantages.

When the salary is lower, in either case, than 50*l.*, the master and mistress form one family: the joint salaries in one instance only are under 100*l.*, with good apartments.

The expenditure for a triple school, when funds are abundant, appears to average about 400*l.*; but some efficient schools of this class are maintained for 200*l.* or 250*l.*

Books, stationery, &c., for schools containing 200 children, appear to cost about 25*l.*; but the returns are not sufficiently explicit to give an accurate result.

Eight of the boys' schools and 10 of the girls' schools are managed by committees, who visit them regularly, and appear to take a lively interest in the progress of the children. Many of these ladies and gentlemen were present when I examined their schools, and remained long enough to receive a Report of the examination, and to consider the suggestions which they requested me to make. In the other schools it would seem that the entire management devolves upon the parochial clergy.

The age of the children must not be omitted in considering these results. I find in the boys' and girls' schools of this class few under 6½ years old, who have for the most part received instruction previously in infant-schools; few remain above the age

of 12 years; and the average of the first class is not above 11 years 6 months. So far as I can ascertain, the average time that they remain in school is about 1¾ year; but this statement must be taken as a conjecture only.

All these schools are arranged either upon the National system, in square classes, or in round classes, upon the circulating system, described in a former Report. Writing, and sometimes arithmetic, are taught on parallel desks, arranged upon a graduated platform, in 18 of these schools: the desks in the other schools are arranged on the old plan, against the wall.

Upon comparing the time-tables, I find that the proportion of time allotted to the several studies is nearly represented by this account:—

Prayers and arrangements connected with the opening and dismissing school, half an hour daily.

Religious instruction, 1½ hour. This includes catechism, reading, and questioning on the Bible, and sometimes a collective lesson or lecture.

Arithmetic, one hour—*i. e.*, half an hour in the morning for advancing; the same in the afternoon for retrogressive lessons.

Writing from dictation, grammar, geography, etymology, and linear drawing, about 1½ hour, the lessons being given in rotation. Of course most time is allowed for writing abstracts, &c. When linear drawing is taught I should recommend it to be considered as a recreation, and not to be taken out of the school business.

One hour remains for reading books of practical morality and general information.

The time allotted to the higher subjects is employed in the lower classes in reading, spelling, writing, &c.

The variations from these proportions are numerous, but do not present any considerable difference in the general results where the same subjects are taught.

With these preliminary facts we may form some estimate of the efficiency of these schools, and of the value of the instruction received in them.

In the first place, we have to remark upon the proportion of children who are as yet unable to read books containing simple narratives. This amounts to one-third in the boys' schools, and between one-third and one-fourth in the girls' schools, which we are considering; and, on referring to the tables, I find that the proportion ranges from 12 of 138 to 100 of 201 boys, and from 30 of 56 to 18 of 134 girls.

This cannot be regarded as a satisfactory result. It must be attributed, in many schools, partly to the fluctuations in the attendance; but I have no doubt that if the teacher could bestow more time upon the younger children—if the lower classes were regularly examined by the visitors, with the help of a complete registration, and a considerable addition made to the list of good elementary

reading-books, the proportion would be greatly diminished. I must also record my opinion that this division of the schools is in most places equally deficient in other subjects. Writing on slates is, however, much improved; and in some schools pains have been taken to make the youngest children understand something of what they too frequently repeat as mere machines. The schools in which the youngest children receive good instruction deserve great praise, and I would particularly name Archdeacon Cambridge's school at Twickenham, those at Paddington Green, at Highgate, Hornsey, and Fulham.

The second division includes all who can read such easy narratives as are found in the second book of the Society for Promoting Christian Knowledge, and all who read the Holy Scriptures with tolerable ease, but who would be embarrassed by a sentence containing words of ordinary occurrence in books of general information. I have not found it practicable this year to subdivide this class in all schools; but, judging from the observations which I have made this year, and from my past experience, I consider that about one-third of these children approximate to the higher standard.

This class represents the average attainments of the children who leave school under 10 or 10½ years—*i. e.* about one-half of the number. A few of them write on paper, but not well enough to make out an intelligible letter on ordinary matters. Some of them are advanced to the compound rules of arithmetic, and will probably find their knowledge of this subject available to them in their avocations, while the great mass of them are well instructed in the Church Catechism, and in the outlines of sacred history. I must also say that, although it would be easy to make out an amusing list of absurd answers, arising either from ignorance or more frequently from misapprehension, questions of a practical character, simply expressed and patiently repeated, seldom fail to elicit correct and satisfactory replies. Still there can be no doubt that the want of more teachers, and a more searching system of examination, as also of a sufficient variety of useful, interesting, and well-graduated reading-books, is felt in this not less than in the preceding class.

We may now consider the instruction given to the 479 boys and 332 girls who are reading books of general information with ease and fluency. The proportion which this class bears to the entire number examined varies in the different schools, from 36 in 88 to 12 in 111, and averages about one-fourth.

These children receive an education of which we ought to form a very high estimate, whether we regard the actual quantity of special and exact knowledge of facts and principles which they acquire—or the exercise and development of their moral and intellectual faculties—or the practical advantages of the discipline and training to which they are subjected considered in reference to their

position in after life. All of them read with ease, and many with fluency and expression, in books composed in an involved and difficult style—as, for instance, the "History of England," published in the educational series of the Society for the Propagation of Christian Knowledge. They are sufficiently acquainted with geography to read with intelligent interest the books to which they are likely to have access, and to follow the narratives of the sacred writers; while some have a remarkably accurate and extensive knowledge of the subject. In grammar and etymology enough progress is made to enable the most advanced to analyze the meanings of words and construction of sentences. Although less than one-half—*i.e.* one-eighth of the whole school—can work sums in practice, interest, and a very small proportion in fractions, yet most of them are ready and expert calculators in the compound rules, and are skilful in the application of those processes which fall under the designation of mental arithmetic. When we add that most of them can write a clear, sensible account of what they have been doing or reading, and that, under circumstances which severely test a youth's steadiness and ability, there can be no question that so many of the National school children have received more than the elements of a sound education, and are in fact indebted to the liberal supporters of these schools for some of the highest blessings attached to a state of advanced civilization and intellectual progress. And I am informed in all quarters of London that the demand for youths educated in such schools is very considerable—that they are found extremely useful in situations where good principles and acuteness of mind are required and appreciated, and that many of them, after years of patient service, are advanced to respectable stations in society. We may regret that so many are removed from school too early, or attend too irregularly to receive all the advantages of such instruction; but we ought to render justice to the industry and skill of the teachers, and warmly support endeavours to raise other schools to the same level.

The objections which may be made to this and similar statements are, however, grave, and entitled to serious consideration.

It is said that the religious instruction, even in the best National schools, is either superficial or altogether mechanical—that it is addressed to the head rather than to the heart—and that, being counteracted by the influence of bad examples at home or of bad society in the streets, it cannot be expected to leave a deep and abiding impression, or to be a real benefit to the youths themselves and to that class of society whose improvement is the real object of all eleemosynary education.

With reference to the first assertion, we can truly say that, although the religious instruction, when it was transmitted chiefly or exclusively through the medium of monitors (as was formerly but too generally the case in all classes excepting the first in each

school), deserved all the charges of dryness, meagreness, and inaccuracy, which were or could be urged against it, such imputations are not applicable to the schools now under consideration. Indeed, in schools of far lower pretensions, when all other subjects are either neglected or most imperfectly taught, the religious teaching is often admirable in tone, and remarkable for extent and accuracy. Indeed I cannot too strongly express the conviction, which has been much confirmed by my inquiries this year, that full justice has hardly been rendered to our best schools by the most favourable Reports hitherto made upon this subject. That instruction is not superficial which comprises a knowledge of the historical and doctrinal truths both of the Mosaic and Christian dispensations. That it is not dry or distasteful is proved by the cheerful yet reverent demeanour of the children, by their ready and ingenious answers, and the expression of their countenances. And surely no teaching can be more practical than that which enjoins every duty and forbids every vice, supplying the highest motives for exertion, and holding out the most terrible penalties for disobedience, on the authority of the Word of God.

Now I can bear witness that in every one of these schools, and in many others both in London and the country, inferior to these in efficiency, most of the children give exact and pertinent answers upon these points. In addition to the discourses of our blessed Lord, with which they are conversant at a very early age, they generally learn large portions of the practical chapters in the Epistles, and selections of texts from all parts of the Scriptures explaining or enforcing their duties. Such teaching will not, of course, effect all that Christians desire and enthusiasts expect, and much regret and some reasonable disappointment will be felt when youths who have been taught their duty fail to discharge it: but we may both hope that the impressions, which seem to be obliterated when the heart first comes into contact with the world, will be found again in later years, and that in many they will serve as a safeguard and direction amid the temptations of youth and manhood. And whatever may be said of the incompleteness of such teaching, it cannot be shown that our own or any other nation has ever made a provision for the religious instruction of any entire class of the community which can be compared with that afforded to the children of the poor in our National schools.

The objection that other influences will counteract the effect of religious instruction may be partially correct as the assertion of a fact, but is glaringly absurd when advanced as an argument against the use of Scriptural knowledge. Children will of course be endangered, and sometimes ruined, by the contaminations of evil society, but that only makes it the more needful to give them betimes the knowledge which will enable them to discern between good and evil, and to form in them at least the rudiments of good habits. We can also refer to the testimony of the most experienced

clergymen, who assert that the children are frequently the instruments of unexpected good in the worst districts of the metropolis; and that in places when every other means have failed to reach the people, these schools have cleared the way for the ministers of the Gospel, and brought the children, and the parents with them, to church.

It is also said that, while a considerable proportion of the children leave school without having learned to read, write, keep accounts, or answer the simplest questions like intelligent beings, the elder children are instructed in subjects which have a tendency to make them flippant, conceited, and dissatisfied with their station in life. The first part of this statement has already been considered; and although it must be admitted to rest upon facts, yet it is highly unjust to impute the evil to the negligence or inefficiency of our school-managers and teachers. The demand for juvenile labour increases yearly both in the country and in the metropolis; and we must not forget the migratory and unsettled habits of our artisans, or the poverty of the parents, who cannot supply the children with decent clothing, and will not send them to school in rags; not to speak of the indifference of most, and the aversion of many parents, to the advantages alike and the restraints of education. Taking, however, one parish with another, I believe that, although the children frequently change schools, they remain altogether under instruction much longer than can be ascertained,* and that there are even now but very few districts in which the means and opportunity of further instruction are not offered to them.

As to the other part of the objection, I presume that very few would be disposed to urge it with its legitimate consequences, which would make out a state of mental blindness to be preferable to a state of light. But taking it so far as it is generally pressed, it may safely be affirmed that, whereas instances of conceit, self-sufficiency, and impertinence, occur often enough to justify very severe remarks and admonitions, they are met with far more rarely in schools where the instruction includes all the subjects above enumerated, than in others where it is meagre and superficial. The acquisition of knowledge not only exercises the mental faculties, but involves the cultivation of certain habits and dispositions of a strictly moral character. The patience, self-control, and concentrated attention which are called for, together with habitual deference to the authority of writers whose superiority is most readily acknowledged by the best instructed children, are habits more likely to correct than to foster the tendency to conceit which is inherent in our nature. And admitting that injudicious praise, whether openly bestowed or indirectly intimated, may do serious

* On questioning the children below the two first classes I often find, although they have not been in the particular school above six months, that they have been under instruction somewhere from infancy. This does not appear on the registers.

injury to a child of quick intelligence, we must still assert that insolence and presumption are found more commonly in conjunction with boorish ignorance, than with such cultivation of mind as is attainable in these schools. The only remedy for such defects as are still observable in these points will be found in a more complete and practical system of instruction, not in its restriction to these mere rudiments which will neither fit youths for any useful pursuit, nor give them just views of their rights and duties.

We may now briefly consider the method by which teachers, either unaided, or with an assistant, who is seldom more than a superior monitor, contrive to give such instruction as I have described to so large a number of children.

In the first place, the masters take pains, as far as they find it practicable, to restrict the monitors to those employments which they are competent to discharge. They can watch their classes, report cases of neglect or disorder to the master, hear the reading lessons which have been previously explained by the master, give out sums in arithmetic and correct the answers, dictate words and sentences for writing, not to speak of the purely mechanical business of the school, which they do as well or better than adult assistants. When monitors are well trained, sufficiently instructed, and paid in proportion to their skill and attention to their duties, they are found to be so useful that it is not likely they will be altogether superseded, whatever changes may be made in the organization of national schools. But great precautions are requisite to prevent them from injuring the minds and dispositions of other children, and contracting bad habits themselves. They are not to be depended upon for any department of the religious instruction. I would not let them hear the Catechism, having observed that in some good schools a false, vulgar, or inaccurate repetition of the Catechism in the lower classes is entirely owing to the neglect or incompetency of the monitors. The hearts of children are too delicate to be touched by their rude hands, and their minds too subtle and powerful machines to be controlled and directed by such clumsy instruments. The first great difficulty to be encountered in the management of a large school is the regulation of monitorial teaching; the importance of which depends upon the facts that the school cannot be kept at work constantly without their assistance, and that this class of pupils is at present, and will in future be, a nursery of teachers.

There is a gallery in one school only of this class; but many teachers have found that collective lessons, in which rapid questioning of individuals is varied with simultaneous reading and repetition, are of great service in bringing a large number of children under their direct influence. The suggestions made upon this subject have been generally attended to; but this lesson above all requires liveliness, presence of mind, patience, skill, and careful training.

Much use is made of black boards and swing slates in these schools, both for teaching arithmetic and the rudiments of composition. Texts of Holy Scriptures, facts in history, geography, &c., rules of grammar, and difficult words, generally selected from the day's lessons, with concise explanations, are written upon these boards before school-hours by the teacher or assistant. A fixed time is allowed for the children to copy these lessons on slates, when they are corrected by the monitors, or when the class is sufficiently advanced by the other children, the number of errors noted down, and the whole reviewed by the teacher.

Another use of the black board is both novel and ingenious. Questions are proposed orally by the master to several classes at once, and the correct answer is written on the black board by a monitor; the other children in the mean time writing the answer as well as they are able on their own slates. The black board is then placed where all can see it, and the children, having changed slates, compare each other's work with what is on the board, marking and counting the mistakes. This method is found very successful in testing the progress of the children in spelling, grammar, history, geography, and especially in arithmetic; but care must be taken not to propose ambiguous questions, or such as cannot be answered in one or two words. Writing from dictation and memory is very good in many of these schools. So much of English composition as may be required to write letters on business and ordinary matters, or abstracts of simple lectures, is taught with some success. I am, however, disposed to think that time is wasted, even in the best schools, both in giving out and in correcting these lessons, and that greater skill in the use of the black board would contribute very much to their efficiency. Great scope is afforded for the display of a teacher's abilities in giving such a lecture as may interest and instruct the children, and supply them with materials for writing abstracts. He should note down the heads of each division, or some leading word in every sentence, as he proceeds, in order to guide the pupils in their attempts. The best abstracts sometimes are, and always ought to be, written out carefully on paper, and presented to the committee or visitors of the school, with proper notice of the child's age, and the circumstances under which the work has been done.

These few notices may be useful; but it will not be supposed that the secret of a teacher's success lies in the adoption of any methods which can be described in a few words. That depends upon the mental qualifications and the moral character, upon the zeal, intelligence, and industry of the chief instructor; and praise should be awarded chiefly on these grounds to those who are successful.

The order and discipline maintained in most of these schools may be described as really admirable. There may perhaps appear to be somewhat of pedantry in the minute and precise regula-

tions by which the school business is conducted; but a due consideration of the circumstances which induce managers to adopt such rules, and enforce their observance, will convince us of the wisdom and necessity of this apparent formality. It will be remembered, that in the best schools a large proportion of children are taken out of the streets, in which they are exposed to the most disorganizing influences, and that few of them are trained in habits of regularity and subordination at their homes. At the same time their success in after-life will materially depend upon their respectful demeanour and prompt obedience to orders, while that external submission can hardly be enforced without producing a corresponding, though less complete change in their characters. Again, the noise made by a few refractory children is often sufficient to interrupt the business of a school: for sounds and movements which occasion little or no disturbance in a room of moderate size, or even in a large school, where several masters are surrounded each by his own pupils, cause so much confusion in these echoing* rooms, that the teacher's attention is of necessity called off from the important duties of instruction by every breach of order reported to him by the monitors, or otherwise forcing itself upon his observation. Admitting therefore that a school, where children who enjoy the blessings of good example and careful training at home are kept in subjection without subservience, and allowed considerable latitude in matters of minor importance, conveys a far more pleasing impression to the mind, and indicates the prevalence of higher principles and more thorough cultivation, I am still for my part convinced that such exactitude, which is maintained with least severity in those schools where it is most conspicuous, cannot be relaxed without danger to the children's character and improvement; that it is highly creditable to the skill, temper, and firmness of the teachers, and that it is one principal cause of the general efficiency of the schools now under consideration.

The attendance of the children upon the whole is tolerably regular; upon an average, as nearly as I could ascertain, about one-ninth are absent from various causes; but there are many schools in which absences without leave are extremely rare, and punished by expulsion or suspension. In some places children are not allowed to enter school after prayers, which are read punctually at a quarter past nine in the morning. This regulation would be impracticable or mischievous in any schools which are not so popular as to make parents regard the loss of schooling as a serious misfortune for their children: and I am somewhat doubtful as to the advantage of enforcing it; for although the school may not suffer in numbers, and may be improved in efficiency, the children are seldom reclaimed, and lose all opportunities of instruc-

* I must again protest against the architects, who seem to consider that the roof, walls, and flooring of school-rooms should be constructed so as to produce the most sonorous echoes.

tion, save such as may be offered in the wretched dame-schools which still exist in London. It should never be forgotten that there is a large mass of children, who are either altogether excluded or soon expelled from national schools by over-strict regulations.

The pupil teachers employed in these schools, and in some of inferior efficiency, afford most valuable assistance to the masters and mistresses. They are maintained partly by the school funds, and partly by special subscriptions, aided by liberal grants from the London Diocesan Board of Education. Their attainments are highly creditable to their instructors, and the account given in a former Report is applicable to many whom I have examined this year. Some have obtained partial or complete exhibitions at the training-college of the National Society, and others are now in course of active preparation. The managers of other schools would, doubtless, be willing to employ such assistants, were they not at present deterred by the fear of adding to the annual expenses. It does not appear that sufficient means are provided for the intellectual improvement of these youths, excepting in one instance, where the expenses of special instruction are defrayed by a private gentleman.

We may now compare with these results the facts elicited by the examination of the schools which I rank in the second class—being guided chiefly by the relative proportion of fluent readers.

Of these I take 17 boys' and 22 girls' schools.

	Boys.	Girls.
In which there is accommodation for	3050	2990
Total number on the books	2469	2069
Number present at the examination	1965	1650
Reading monosyllables	992	770
Easy narratives and portions of Holy Scriptures	774	744
Books of general information	190	136
Writing on paper	588	490
Fairly from dictation	268	168
Advanced to reduction	260	146
Advanced to proportion, &c.	43	0

In three of the boys' schools the master is assisted by a pupil teacher, giving an average number of 120 for each adult teacher.

Three girls' schools have also the same advantage, leaving also an average of 86 girls for each teacher.

The salaries of the schoolmasters vary from 50*l.* to 100*l.*, and average 70*l.* 10*s.*, generally with apartments.

Three masters, being married to the mistresses of the girls' schools, receive together with their wives 105*l.* (average), with apartments.

The salaries of the mistresses vary from 25*l.* to 57*l.*, and average 40*l.* 10*s.*, all having apartments.

The expenditure in these schools for boys and girls ranges very

unequally—from 72*l.* to 600*l.* The average of those not remarkable for either extreme is about 200*l.*

Books, stationery, and apparatus are deficient in most of them.

The age, both of boys and girls, presents a much lower average, and they remain a shorter time under instruction, than in the first class of schools. These facts, indeed, entirely account for the apparent inefficiency of some schools which are carefully superintended and conducted by well-trained and able teachers.

The following account of a school, which is included in this description, presents no unfair specimen of the great difficulties encountered by school managers.

Number of Boys in school at Midsummer, 1845	210
Left before Midsummer, 1846	109
New scholars admitted between these two dates	205
Left during the year	95
Total at Midsummer, 1846	211

Of the 101 who remained in the school more than one year, 11 were struck off for a week's absence and readmitted, and 49 only have been in the school two years and upwards.

		From 1845-6.
Of these 101, there were present every day		2
Absent, not exceeding 10 days		18
Do.	20	13
Do.	30	15
Do.	40	11
Do.	50	11
Above	50	31

Of 36 boys in the first class, when inspected 15 months previously, only 7 were present at this year's examination.

From these and other facts, it appears, after allowing for two exceptions where the income and expenditure are very large, that as the difficulties increase, whether connected with the habits of the parents, or the age and attendance of the children, the means of contending with them diminish, both the salaries and the proportion between the number of children and the teachers being lower upon the average; to which it may be added, that the committees generally take less interest in the schools; and although the clergy are equally zealous, they have least time for examining the scholars, and observing the course of instruction in the poorest and most populous districts.

These schools, moreover, are in reality, compared with those already described, lower in point of attainments and discipline than is apparent from the tabular statement—it being obviously difficult, if not impracticable, to represent in figures those deficiencies which constitute the chief distinction between ill and well educated children. The following description of a large school may be taken as a fair average account of not the least efficient among them, and it will perhaps convey a more complete and accurate idea of the methods and results of the system.

In this school 278 boys, 230 being present at the examination,

are instructed in one lofty and spacious room, well lighted, with good stoves, and thoroughly ventilated. The boys are arranged in nine square classes for all lessons excepting writing, when they sit at a desk against the wall. The average age of the boys throughout the school is 8 years 7 months; 38 are between 11 and 15 years old. More than half of them have been admitted within 12 months, but the 39 boys in the first class have been under instruction from two and a half to five years.

This is far above the average time and age of children in the schools of the second list.

The master is a man of great experience, apparently well informed and competent to instruct children. There is an assistant teacher, 20 years of age, who seems to be active and well trained. Two monitors for each class receive 2*d*. weekly, but they are neither trained nor instructed out of school-hours.

I examined this school in three divisions. In the lowest I found 99 children, none of whom are able to read the easiest sentence without hesitation and many mistakes, excepting in the few books which they know by heart. In all other subjects they are at least equally backward, with the exception of writing on slates, which is taught with some success by means of black boards, scripture cards, &c. This lesson, which requires attention but little skill, can be superintended by any steady boy. The religious instruction is to the last degree meagre and unpractical, being restricted in the lowest class to a mechanical repetition of the Lord's Prayer, and, in the most advanced, of the Church Catechism. At the same time, to whatever cause we must attribute the fact, many of these young children, notwithstanding their deplorable ignorance, show symptoms of intelligence and a capacity of improvement, while the punctual attendance and prompt obedience which are enforced must have some effect upon their moral character, and a tendency to counteract the rude and lazy habits which they learn at home or in the streets.

This part of the school is very badly supplied with reading-cards, books, and every kind of apparatus excepting black boards. The teachers know little of the children individually; and the age, date of admission, and average number of absences could only be ascertained by referring for each child to the school registers.

This description applies to a large proportion of the 1762 children comprised in the lowest class of readers in the tabular statement.

In the second division 82 boys read easy narratives, or selections from Holy Scripture; for the most part imperfectly, with many errors, and in a slovenly manner. They can write easy sentences from memory or dictation much better than could be expected from their reading. I found it difficult to elicit answers to the simplest questions involving an acquaintance with scriptural facts

or with the meaning of scriptural terms. I did not, of course, expect to find them possessing any knowledge of geography or history; and the questions, which I felt it my duty to put upon some of the commonest subjects, only served to bring to light a host of absurd prejudices and errors. Some little progress is made in the elementary rules of arithmetic.

This division of the school falls, however, below the average In many schools of the same class these children would receive practical religious instruction and some general information, and fall under the description given above, page 252. It will be kept in mind, that of the children who leave school few advance beyond this division.

In the third division 49 boys remain to be accounted for. Some of these passed a creditable examination in all subjects taught in the best national schools. They give ready and intelligent answers upon the History of England, know a great deal of geography, can parse a sentence, and have some idea of etymology. Their penmanship is neat and good. At my request they all wrote upon their slates an account of their occupations at home and at school. The writing was neat and intelligible: all committed the error of using small letters instead of capitals, neglected the punctuation, and made mistakes in the tenses, &c. Ten spelt correctly, but the others had each from one to ten ill-spelt words. The composition, as might be expected, showed little thought or cultivation of mind. In arithmetic, 32 worked sums in the four simple rules correctly, 17 in reduction and the compound rules, and 5 or 6 in proportion and interest. Their knowledge of the Holy Scriptures was tolerably extensive and accurate.

Of the 326 boys and girls (out of 4529) belonging to corresponding classes, some rise above this level, but more fall short of it.

The discipline is strict, and the boys are quiet and obedient; but on a close inspection much negligence, inattention, waste of time, copying from slates, &c., may be detected—faults which are generally unobserved, and sometimes shared, by the monitors. I have expressed a favourable opinion of the teacher's abilities in this case, and believe that many of the schools we are considering are conducted by careful and not unskilful masters. With such results, however, no well-wisher to the poor, no lover of his country, can possibly be satisfied. That system which leaves so large a proportion of the children quite ignorant, and sends forth so few with anything really deserving the name of education, must undergo some change. And though it is evident that the age and habits of the children are in many places a bar to great improvement, much may be done by increasing the number of teachers, by improving the methods of instruction, and providing for the thorough examination of all parts of the school. It will be useless to build new schools unless they can be more completely organized than those which now exist.

There are, however, much worse schools in this district than any included in the preceding statements. Of these, some idea may be formed from this table, which gives the results of the inspection of three boys' and six girls' schools :—

	Boys.	Girls.
There is accommodation for	750	1170
Total number on books	242	537
Present at examination	184	377
Reading monosyllables	117	241
Easy narratives	67	123
Books of general information	0	13
Writing on paper	17	36
From dictation or memory	6	16
In arithmetic advanced to the compound rules	0	0

The inefficiency of the three boys' schools is to be accounted for in different ways. In one, the present master is able, and well paid; but the children are very young, attend irregularly, and are but partially reclaimed from a state of utter ignorance. In the second school, which is a complete and extensive building, every kind of difficulty combines to thwart the efforts of the managers, and almost every kind of defect is to be found. The teacher has had no training; his salary is 15*l.*; there is a deficiency of books and apparatus; the children are rude, turbulent, and ignorant, and the funds are a total failure. The clergyman informed me that two guineas was the utmost amount upon which he could depend for next year's subscriptions in a populous but, as may be supposed, an extremely poor district. In the third school, which was intended to accommodate 600 boys and girls, with a large class-room, only 146 are in attendance. The inefficiency of the instruction depends, in my opinion, upon the teachers, who are well paid, receiving 100*l.* with apartments; but it is difficult to answer their excuse, when they account for the ignorance of the children by the irregular and fluctuating attendance, and show from the registers that 139 boys and girls, the total being 176, were admitted between January and the end of February. Of the girls' schools little need be said: the girls are disorderly and untidy, and the instruction even worse than is indicated by the tables. The mistresses receive 35*l.* mean salary, which is more than an adequate remuneration for the services they are able to render. Such schools are found too often in parishes where some civilizing influences are most needed. It can only be hoped that the teachers supplied by the training-colleges will, in the course of time, supersede the unskilful, though it may be respectable females, who can neither teach the girls nor keep them in any order. Some schools, remarkable for both defects, have undergone an entire change within the last two years, and are now worthy to be classed among the most efficient in the metropolis.

That the proportions already commented on may be compared more readily, they are arranged in this schedule.

	Boys.			Girls.		
	Class A	Class B	Class C.	Class A.	Class B	Class C.
Numbers for whom there is space .	4075	3050	750	2208	2990	1170
On the registers	2591	2469	242	1496	2069	537
Present at examination	2268	1965	184	1283	1650	377
Learning to read	758	992	117	374	770	241
Easy narratives	1031	774	67	577	744	123
Books of general information . .	479	190	0	332	136	13
Writing on paper	685	588	17	419	490	36
Abstracts, &c.	503	268	6	318	168	16
Working sums in reduction . . .	544	260	0	264	146	0
Proportion	247	43	0	16	0	0
Fractions, &c.	14	0	0	0	0	0

In the infant-schools which I examined this year in and near London, the total number on the books amounts to 3748, of whom 2935 were present on the days of inspection.

Many of these schools are in connection with National schools, either in the same or an adjoining building. Some are managed by special committees, and are altogether independent of the National schools, as, for instance, the large school at St. John's Church, Portland Town. Some also, where children of a more advanced age than usual are admitted, afford the only provision for the education of the poor in their respective districts in connection with our parochial system: such are the schools at Camden Town;* St. James',* Holloway; Ratcliffe, St. John's; and All Saints, Islington. All these schools have many peculiarities, the effects of which cannot be appreciated without much patient observation; and it is far more easy to note their deficiencies and to detect their faults, than to rectify the one or to supply the other. But whatever embarrassment they may cause is more than compensated by the conviction, that the ingenuity of the methods adopted in the best schools, and the excellent spirit evinced by many teachers, have made them eminently serviceable to the progress of education.

In reading the following account of the principal infant-schools which have been inspected by me in London, it should be borne in mind that such an examination of individual children, or of separate classes, as is practicable, and indeed necessary, in the case of national schools, is wholly out of the question with regard to the great majority of the children in these institutions. It has been my custom, in the first place, to inquire into the course of studies,

* In these places additional provision will probably be made ere long.

the methods of teaching, the numbers, age, and habits of the children, and other matters connected with the organization of the school, and the opportunities which the teachers have had of instructing their little pupils. I then request the teacher to give a lesson on the gallery, which generally begins with comments upon a picture representing some fact of scriptural history, and is terminated with a series of questions upon those truths of religion which seem to be best adapted to the capacity of infants. After singing a hymn, selected with reference to the lesson, the children pass through some exercises on the gallery, and then march to their several classes, when a reading-lesson is conducted, with as few deviations as possible from the ordinary routine. When there is time and opportunity, I generally recommend the teachers to allow the children to amuse themselves for a quarter of an hour in the play-ground, and, if it is their custom, to mix with them and direct their usual sports. On their return to the school-room the examination of the infants is continued on the gallery. This enables me to form some estimate of their general information, and progress in spelling, arithmetic, and other elementary subjects. The share which I take in this part of the examination depends very much upon the teachers and managers of the school. I can judge better of the teachers' skill and the infants' attainments by remaining a spectator; but owing sometimes to the timidity of mistresses, and more frequently to the desire of all parties to make the inspection as impressive as possible, I am often induced to conduct it without their assistance. When the elder children form a separate class, by hearing them read, and testing their acquirements in the same manner as in the examination of National schools, I afterwards endeavour to satisfy myself and the managers that all the results of the teachers' labours have been fairly brought to light.

This course of examination has left, upon the whole, very favourable impressions, and suggested the following remarks:—

The instruction in many of these schools is sufficiently extensive, including, in addition to the usual elementary subjects, the outlines of geography, natural history, and grammar. The methods are usually those recommended by the Home and Colonial Society, where a large proportion of the teachers have been trained, but with many changes and modifications in the several schools. In the schools at St. James', Holloway; All Saints, Islington; Camden Town; St. Johns', Marylebone; and Marshall Street, Westminster, from 20 to 50 children are found between 7 and 12 years old; but, generally speaking, the youngest are about 2 years and the eldest 6½ years old, a few remaining to 7. The attendance is of course extremely variable, and the fluctuations of numbers frequent and extensive. The difference between the total numbers and those present on the days of inspection, being respectively 3748 and 2935, does not exaggerate the

general deficit. This must be attributed to causes quite independent of the efficiency of the schools. The frequent illnesses of the children, the poverty of the parents, who cannot always supply them with proper clothing, and will not send them in rags, together with their feeling that the loss of schooling is no serious evil, sufficiently account for the absences, which are most numerous in the lowest divisions in each school.

The appearance of the infants in most of these schools is highly gratifying, especially when they are well arranged on the gallery, or engaged in gymnastic exercises. So many sweet, cheerful faces, full of life and intelligence, produce an impression that is always deepened by longer observation. It is no small triumph to have achieved over the wayward dispositions and undisciplined character of childhood, that one or two teachers can keep from 150 to 300 infants quiet, happy, and busy for four or five hours daily. We may remain so long in many infant-schools without hearing a cry, excepting from some little stranger for the first time separated from its mother; and I am convinced that the admirable order preserved in the best schools depends entirely upon the firmness, good humour, and good temper of the teachers. The fact is important for many reasons, and it completely silences the excuses which are often made by other schoolmasters, who allege that it is impossible, and do in fact find it in their own case impracticable, to keep some 50 or 60 children in tolerable order, under circumstances at least as favourable as those of the infant-schools.

At the same time it should be observed, that such praise, though frequently, is not always deserved. The gallery sometimes is a mere mass of confusion, and the school-room is full of noise, so that all attempts to teach or to examine the children are quite unavailing. The infants' hair is often untidy, uncombed, and decked with ornaments which only serve to call attention to dirt. In some schools the younger infants occupy all the time of the teachers, while the elder children sit idle and listless, neither acquiring useful knowledge nor useful habits. Upon the whole, I am fully convinced that children above six and a half, and below three and a half years old, ought not to be arranged on the same gallery with those of the intervening age, were it only for the sake of discipline. Very strong reasons for subdividing the schools, and altogether separating these three classes, will suggest themselves; and the opinion which I now state, and will presently recur to, has been strengthened by every gallery lesson either upon scriptural or secular subjects at which I have been present.

The infant-schools are conducted either by a master assisted by a female, or by a mistress with an assistant teacher; and some schools, among which I am surprised to find more than one remarkable for good order and general efficiency, are severally under one mistress, who takes all the instruction into her own

hands, employing a young woman to keep the little ones in order. The salaries of the masters vary from £90 to £100; of the mistresses, from £25 to £90, with apartments. The total expenditure in those large infant-schools, where separate accounts are kept, ranges from £60 to £388.

With reference to the instruction in these schools, I am satisfied that the Scriptural lessons given on the gallery produce upon the whole very excellent effects. They are more or less practical, according to the views and feelings of the teachers; but they are, with few exceptions, characterized by devoutness and reverence. The facts of the Old and New Testament are systematically explained; and a large proportion of infants in many schools repeat and apply such texts of Scripture as involve the leading doctrines of Christianity, or explain the privileges and enforce the duties of Christians. The answers are given either simultaneously, or by infants selected by the teacher, or by the several classes, or by those who make a sign to show that they are ready to answer. Some teachers are very skilful in adapting their instructions to the capacity of infants, and in keeping up a general interest.

The defects which I have remarked in this part of the school-work depend partly on the insufficient training or want of energy in the teachers. There is a great temptation to allow simultaneous answers to supersede individual exertion of mind. Some teachers confine themselves to a careless repetition of a few questions, which the children answer in fact mechanically, but with an appearance of intelligence that seems to satisfy the teacher, and often deceives the looker-on; while others neglect the lower classes altogether, and are contented to draw out such answers from a few of the more advanced children as only prove that something really useful might be done with more care. But great praise is due to the able and zealous efforts of those persons under whose guidance many teachers have learned methods and acquired skill which make their schools objects of interest to all engaged in the work of elementary instruction.

But while some defects must be attributed to the teachers, far more arise from the imperfect organization of nearly all these schools. A child seven years old is subjected to the same discipline, and receives the same kind of instruction, as the infant of two years; there being, in fact, a wider difference between them in point of capacity and character than between the youngest and eldest children in National schools, or between a forward child and an imperfectly educated adult. The consequence is, that the course of instruction is either altogether unsuited to the infants, or strikingly meagre and infantile for a child. Many of the children are really injured, the development of their mind is retarded, or they are apt to become conceited. We are sometimes painfully struck by their self-sufficient and affected manner, while others betray, by their wandering eyes and listless tone, an entire

indifference to the lesson; nor can we help pitying the children, when we find them sitting for half an hour during a lesson which is, or ought to be, calculated for the improvement of mere infants. My opinion is, that the gallery ought not to hold more than 60 or 70 children, and that the infants should be taught to distinguish colours and forms, learn simple prayers and hymns, and answer very simple questions on these and similar subjects; while the gallery lesson given to the elder children should be such as has been previously described. It is important also that habits of attention and carefulness should be acquired before the children are transferred to juvenile schools. And, indeed, unless the school is provided with a separate class-room, and a sufficient number of teachers to attend properly to the improvement of the upper classes, it appears advisable to send them at six years old to some good National school.

Singing is generally taught by ear; it is often sweet and accurate, and has undoubtedly a great effect upon the discipline of the school, and probably upon the disposition of the infants. Some masters teach the children to read music on Hullah's system. They repeat a great number of hymns, Watts being the most popular author. The time which is spent in marching and other exercises could not be better employed; and I am glad to see that something of the kind is now attempted, and will probably be taught systematically in many National schools.

Seven of the infants' schools which I visited this year in London have a good play-ground, and in all the other schools the managers express their regret at the want of a place for exercise and recreation. The free and unconstrained movements of the infants in the open air, under the management of a kind and discreet teacher, is equally conducive to the development of their mental and bodily energies; but it is not only expensive to purchase a site large enough to include a play-ground, but nearly impossible to procure one on any terms in those densely-populated districts where they are most needed. This is one point in which the suburban and country parishes enjoy a great advantage over the metropolis. At the same time, as the infant-schools, with few exceptions, are lofty, well-lighted, and thoroughly ventilated, the children breathe a purer air, and are evidently in a state of greater enjoyment, than could be the case in the narrow lanes where many of them would otherwise have been found.

The infants are arranged for reading-lessons in small groups of 6 or 12 each round their respective monitors; the printed cards or sheets are hung upon stands, and the words or letters are pointed out to the children by the monitors. The cards published by the Society for Promoting Christian Knowledge and by the Home and Colonial Society are most frequently met with. In some schools they use the lessons published by the Irish Commissioners for National Education, which is a judicious and well-graduated

series. In most schools infants are expected to learn to read by a merely mechanical system: the monitor repeats the letters or words, and makes the children repeat them after him, either singly or simultaneously. This is in fact playing at a reading-lesson, instead of learning to read; and certainly there is no fear of overtasking the infant mind by such a process. If this system were continued only while the children are under four years of age, I should not be disposed to complain of its inefficiency; for very few of them would have learned to read upon any system; and, although they might have made somewhat more progress, and have acquired habits of closer attention, under competent teachers, yet they learn at least to obey orders, to arrange themselves in their proper places, and to combine the idea of amusement with that of instruction. I do not find much, if any, difference between the infant-schools where reading is professedly taught upon the system called reading disentangled, and those where the old empirical methods are retained. So long as the lesson is left to the monitors, even where the teacher superintends the routine of work, the children never learn to read the simplest narratives with any degree of ease.

I am, however, far from undervaluing the advantage of a good system when there are proper instruments to carry it into effect. Provided that the teachers are sufficiently zealous and skilful to see to the progress of the children individually, the ingenious methods lately introduced in some schools save a great deal of time and trouble, and enable them to give really valuable lessons in the art of reading, which is and must be the basis of all instruction.

I have, therefore, felt great pleasure in recommending grants for the purchase of letter-boxes where there was any reason to hope that they would not remain a piece of idle lumber, or at the best indifferent playthings in the school. And I have taken pains to impress upon teachers the advantage of a graduated series of lessons, and of a careful analysis of the simple or complicated sounds in our heterogenous language. I cannot, however, believe the time is lost in teaching the names as well as the powers of letters, since the consonants cannot be expressed without names, and it is very difficult to arrange systematically all the sounds of vowels or diphthongs. The teachers in my district are for the most part ignorant of the "phonic" method, or disinclined to use it. With reference to the proportion of children able to read simple narratives or portions of the Holy Scripture, which I have given in the tables, less dependence is to be placed, inasmuch as many children above the age of seven are unavoidably included in the list. The proportion, however, has been recorded, because it is important that infant-school teachers should know how much the opinion of examiners must be influenced by the proficiency of their pupils in reading. The account given last year of the infant-school on

Paddington Green is rather an exception than a specimen of what is effected in the best of these schools.

An opinion has lately been strongly urged that good reading is not a fair criterion of the efficiency of infant-schools. It is said that the efforts of teachers should be directed to the awakening of dormant faculties—to teach infants to use their senses—to observe, compare, and reflect. But it is by no means obvious how these objects—which, after the inculcation of religious truths and the formation of good habits, are of course the most important—can be at all interfered with by teaching children to read; and under the pretext of carrying out these views many subjects of questionable utility have been introduced. Much time is spent, not only in teaching the names and uses of implements of industry, but also the technicalities of natural history. It is not likely that the opinions or prejudices entertained by most persons against the lessons given on these subjects will be diminished if it is found that children, who are conversant with Cuvier's nomenclature, are still unable to read a simple sentence in the Holy Scriptures. We ought not, indeed, to withhold any kind of knowledge from minds prepared to receive and profit by it; but we must remember that reading is the key to all knowledge, and that all facts imprinted on the memory will soon be obliterated if they are not refreshed by reading; and, finally, that the poor, who will always estimate the progress of their children by their ability to read, are not without the sympathy of those who have extensive opportunities of watching the effects of various methods of teaching. Infant-schools in which the children between five and six years old, who have been under instruction above one year and a half, cannot read simple narratives, are in an unsatisfactory condition, and fail in one of their most important objects. There are some schools on my list to which this blame attaches, and I have not observed that the proficiency of the infants in other points is such as to compensate for the defect.

To these observations on the course of instruction in infant-schools I need only add, in reference to lessons upon objects, &c., given on the gallery, that, while the time of infants is spent to little purpose under some teachers in counting the legs of a chair, or in repeating a string of hard words to which no definite meaning is attached, in other schools information of a varied and interesting character is communicated, and great ingenuity is shown in exciting their interest and exercising their judgment. Indeed I may here take occasion to repeat a remark made in a previous report, that many National-school teachers would derive considerable benefit from observing the management of a gallery lesson in an efficient infant-school. They would here learn that children may be treated as intelligent and responsible agents rather than as imperfectly constructed machines, and be induced to give more attention to the explanation than to the repetition of words, which at present occupies by far too large a proportion of the school-hours.

I may now state briefly those general conclusions to which I have been led, or in which I have been confirmed, by this year's inspection of the Metropolitan Schools.

1. The proportion of adult and properly-trained teachers is barely sufficient in a few of the most advanced schools. In the middle class of schools this is the principal cause of the unsatisfactory progress made by the lower classes in the elementary subjects of instruction; while in some of the most populous districts, where the deficiency is most glaring, the schools are in consequence altogether inefficient, unpopular among the parents, and a burden upon the parochial clergy, which does not seem to be compensated by any discernible improvement in the character of the poor. This great evil will be at once attacked, and, it may be hoped, in course of time removed, by the employment of pupil teachers.

2. The school-rooms are generally too large, ill constructed for sound, and few of them are properly subdivided or furnished with class-rooms. This makes it difficult to adopt those methods of collective teaching which bring all the children in turn under the direct influence of the master, or to make proper arrangements for the constant employment of pupil teachers; not to speak of the great temptation which besets the master of suspending the instruction at frequent intervals, in order to procure a cessation of noise.

3. The reading-books are not sufficiently varied, nor always well selected. Books upon the principles and applications of moral philosophy are much wanted, together with compendious treatises upon the laws and constitution of England. And in general there is a scanty supply of the books in use. I believe that grants towards the purchase of a large addition to the stock of books would be highly conducive to the improvement of schools.

4. It appears to me that more encouragement ought to be given to the efforts made by schoolmasters for mutual improvement. Such an association as that which has now been carried on for some years under the direction of the Reverend G. Moody, would effect a vast amount of good if it were extended, thoroughly organized, and liberally supported.

5. The National schools might be turned to account in divers manners, by which both the monitors and most intelligent children, together with some portion of the adult poor, might be greatly benefited: such, for instance, as evening-schools, and reading-rooms, in which, if they were supplied with useful libraries, small cabinets of natural history, and models and diagrams of machinery, lectures of an interesting and useful character might be given. It appears likely that such a use of the school-rooms would make them more generally popular, and would afford peculiar opportunities for extending the proper influence both of the teacher and the clergy.

6. There is at present no provision made in any of the boys'

schools which I inspect for instruction in any industrial occupation. This appears to be a serious defect in our system. The girls always receive some instruction in needle-work, and where the teachers are competent they are equal to the boys in other subjects. I shall be glad to see a laundry in connection with those schools where the girls are clothed, and to find them more generally useful needle-women. They are prepared in some schools for the ordinary routine of domestic service by keeping not only the school-rooms, but the apartments of the mistress, in perfect order.

7. I cannot at all understand why so late an hour as nine o'clock should have been all but universally fixed upon for opening school. At any rate, some hours both before and after school might be turned to account. It is certain that the deficiencies observed in the instruction of the monitors can never be supplied unless the masters are willing to undertake the trouble of teaching them at extra hours. Five hours and a half passed in school may fatigue a man, but cannot so far exhaust his bodily and mental energies as to incapacitate him from such exertions as these—that is, provided that all his time is really devoted to his school, which appears to be generally the case from the returns made in answer to a question on this point by the clergy.

8. Finally, I must state my conviction that although large subscriptions are raised in many parishes, and adequate salaries there paid to the teachers, yet that the want of some channel is deeply felt by which the liberality of the opulent might be conveyed to the poor districts of the Metropolis. Without a considerable increase of pecuniary resources, most of the clergy in the east of London will continue to be exposed to the pressure of great difficulties, and after making vast sacrifices of time, money, and labour, will still have the mortification of superintending schools in which they are wholly unable to correct the faults which they are the first to acknowledge and deplore.

Country Districts.

In the course of the present year I have been able to examine nearly all the schools upon my list in the counties of Suffolk, Huntingdon, and Cambridge. The inspection of the schools in Norfolk was interrupted by the early harvest, and the Essex schools could not be completed before the winter vacation. In each of these counties I was able to visit rather less than one-third of the schools, and I was compelled to omit Bedfordshire altogether.

Of the schools examined in these counties, 75, which are in country towns or populous villages, are conducted for the most part on the same system as those which have been described in the Metropolis. The following account does not include the infant-

schools in these towns, in which above 1800 children are instructed. They have generally the advantage of good play-grounds, but in other respects offer few peculiarities which have not been noticed in my account of the London schools.

There is good accommodation in the 75 schools for 8340 boys and girls. The rooms, with few exceptions, are well lighted and ventilated, constructed at a considerable expense, and well adapted for the purposes of education. The new school in St. Paul's district, Cambridge, and the "Poor Boys' School," at Bury St. Edmunds, are remarkably handsome and well-arranged buildings.

In these schools I found—

Total number on the books	4,948
Present at the examination	3,958
Reading monosyllables	1,748
Easy narratives and portions of Holy Scripture	1,720
Books of general information	490
Writing on paper	1,303
Writing fairly from dictation	782
Advanced to reduction and compound rules	436
To proportion, rule of three, &c.	178
Fractions	12

Compared with the London schools, they rank about half-way between those of the first and second classes. I find that the proportion of boys learning to read averages in the best schools about one-third of the total number, and that the highest proportion of fluent readers is about one-fourth.

The salaries of the masters of boys' schools vary from 30*l.* to 80*l.*, and average about 63*l.* 10*s.* Nearly all the masters have either a residence in the school-building, or an allowance for apartments.

The salaries of the mistresses vary from 20*l.* to 55*l.*, and average 35*l.*, generally with the same advantages.

When the boys' and girls' schools are conducted by man and wife, the joint salaries are usually about 100*l.*, with or without apartments.

The total expense of a large double school in the towns varies from 70*l.* to 150*l.*, and averages 90*l.*

The amount raised by subscriptions, donations, and collections in towns varies to an extent that cannot be satisfactorily accounted for by the comparative opulence of the inhabitants, or efficiency and popularity of the schools. When the people feel a real lively interest in the course of education, liberal subscriptions are raised in poor parishes, while the collections are scanty, partial, and quite inadequate to the proper maintenance of schools in towns where large fortunes are made or spent.

When the funds are low, the effects are felt in the first place upon the teachers' salaries, and the employment of persons untrained and of inferior abilities. The consequence of this is a corresponding falling off in the school-fees: finding that their children learn little or nothing, the parents are naturally indisposed to throw away their money. In some towns where the numbers in ill-managed National schools bear a disgracefully low proportion to the population, many children of both sexes are sent to dame schools, in which, if their faculties be not developed, nor their habits formed to obedience and regularity, they at least learn to read, which is more than can be said for those who remain two or three years in the schools alluded to. It sometimes happens that the clergy, or a few liberal individuals, being aware how entirely the success of the school depends upon the efficiency of the teachers, contribute largely to raise their salaries. The schools at Sible Headingham and Ditchingham cost the clergymen respectively from 70*l.* to 100*l.*, and other instances nearly as remarkable will be found in the Tables. But it unfortunately happens that the benefices are often of least value in the largest towns, where it is neither possible for the clergy to make up the deficiencies themselves, nor to induce the people to do so. The tradespeople in many towns are very sparing in their contributions.

There is very seldom a sufficient supply of school materials. Slates, copy-books, pens, black boards, easels, maps, and, above all, reading-books are not provided in such abundance as is indispensable to the steady working of the schools. This is the rather to be regretted, since the entire expense of books and stationery in the best schools rarely exceeds 20*l.* The grants which the Inspectors are allowed to recommend apply for the most part to the introduction of new apparatus rather than to the supply of these deficiencies.

The age of the boys in these schools is upon the whole very nearly the same as in the first or second rate London schools. I generally find the mean age in the first class of boys to be 11½ years in towns, where there is not some special employment for them, which is the case in some towns of Essex and Suffolk. Few boys remain above 12 years old; but when there is a fair prospect of obtaining employment as teachers, I am everywhere informed by school managers that the parents of intelligent youths will be willing to keep them longer at school. Some boys have been removed, to their own great regret and much to their teachers' annoyance, whose abilities and character might have qualified them to become trustworthy and able assistants.

In the town schools which are well managed, I usually find the lower classes in a far more satisfactory condition than in any, excepting the very best, London schools. The progress is more uniform, and the lessons better graduated. This is partly owing

to the size of the schools, which are generally smaller than in London, but chiefly to the circumstance that the migrations from one school to another are less frequent. The average time in some schools of all the scholars is not less than 2½ years, whereas in London it rarely exceeds 9 or 10 months.

In the girls' school there is often found a class averaging 12 years old. They do not, however, furnish any peculiar facts; the most advanced upon my list are these at St. Paul's and St. Andrew's districts, Cambridge, at Trinity Church, Ipswich, at Lowestoft, and Chelmsford.

Upon comparing the state of these schools at present and last year, I find that in one town the schoolmaster has been dismissed, and the boys and girls left to the care of a mistress, owing to the scantiness of funds. Eight that were inefficient then, are in precisely the same condition now, owing to the incompetency of the teachers. Three that were in an unsatisfactory state, have been much improved by the increased exertions of the same teachers. In one town the school, which had been closed owing to disputes among the parishioners and pecuniary embarrassments, has been re-opened, and is now in a prosperous and improving condition under a well-trained teacher. The other schools of this division appear to be steadily improving, and to fulfil the objects contemplated by their founders and supporters.

The same observations which have been made in speaking of the London schools, upon the additions and alterations which seem to be requisite, in order to complete our system of education, may be extended with few modifications to the large schools in country towns. But I must here again record an opinion, which has been strongly confirmed in the course of this year's inspection, that it is of the highest importance to the cause of education that in every town at least one good set of schools should be established, completely organized, and so conducted as to serve for a model to the surrounding district. With some pecuniary assistance, which will enable the managers to employ a sufficient number of pupil teachers, I am disposed to think that the following schools in the several counties may be made available for this purpose:—

In Cambridgeshire, the schools of St. Andrew's and St. Paul's districts, Cambridge. In Huntingdonshire, St. Ives and St. Neots. In Bedfordshire, Luton, Biggleswade, Turvey, and probably Ampthiln and Dunstable. In Essex, Brentwood, Chelmsford, Witham, Halstead, and perhaps Saffron Walden. In Norfolk, some schools in Norwich and Yarmouth, Aylsham, Blakeny, Holt, Swaffham, and King's Lynne. In Suffolk, some schools in Ipswich, Bury St. Edmunds, Southwold, Bungay, Yoxford, and Lowestoft. This list, of course, includes no schools that are not under inspection.

Schools in Villages.

The united population of the villages,* in which I have examined the schools about to be described, amounts to 55,863, the returns being taken from the "Clergy List" of 1846.

The village schools for the most part are well built, substantial, and even elegant. The cost of a good school-room for 50 or 60 children, including the expenses of conveyance, site, fees, &c., varies from 150*l.* to 280*l.* Most of the schools lately built include a residence for the teacher, the additional expense being from 50*l.* to 100*l.* It should be remarked, however, that some of these residences are very complete, with a neat garden, and every comfort that could be required by the tenant of a cottage.

There is space in these schools for	8,380
Total number on books	5,473
Present at examination	4,098
Learning to read	2,052
Reading easy narratives or the Holy Scriptures	1,746
Books of general information	300
Writing on paper	887
Writing fairly from dictation	404
Reduction and compound rules	205
Proportion and practice	40

A few boys in the most advanced schools work fractions.

From these numbers it appears that there is accommodation for rather more than one-eighth of the population.

When all the children are present the schools are tolerably well filled, about five-eighths of the space being occupied, and one-tenth of the population in attendance. The proportion between the numbers and space is nearly the same as in the first and second classes of London schools.

Of these children more than one-fifth were absent. This represents with sufficient accuracy the general rate of attendance in the best seasons of the year.

The proportion of children learning the elements of reading is about the same as in the second class of London schools; and when we bear in mind that very few parishes have separate infant-schools, and that in nine schools out of ten the children between three and six years of age form a large class, it will appear evident that these children learn to read simple narratives in less time than in those schools. This I attribute solely to the fact that the schools are smaller, and the children in consequence are more closely watched by the clergy, and more completely under the influence of the teachers. It certainly cannot be referred to any superiority of system.

* This does not comprise all the villages which have been inspected, but more than two-thirds. I have omitted others, as offering exceptional cases, and therefore more likely to falsify than to complete this return.

Again, the number able to read such books as the "History of England" is also very nearly the same in proportion, namely, 300 of 2,052 compared with 326 of 2,615. This shows even more certainly than the former comparison that more care is bestowed upon good reading, and with more satisfactory results, considering the age of the children, especially the boys. There is, undoubtedly, a greater appearance of intelligence in the London schools to which we are referring; but, so far as can be ascertained, the children in the agricultural districts are equally advanced in most subjects of instruction.

Taking from these schools 7 as a specimen of the most advanced, in which boys and girls are instructed under one master, with a female assistant, I find the following proportions:—

Population	3,888
Accommodation for	810
Total number	631
Learning to read	199
Reading easy narratives and Holy Scripture	167
History of England, &c.	60
Writing on paper	143
From dictation	89
Working compound rules	77
Proportion, practice, &c.	15
Fractions	4

From which it appears that they are nearly, if not quite, equal to the best London schools in general attainments, if we allow for the age of the children; the boys and girls in one school ranging from 6 years to 12 or 13; in the others all the boys being under 11.

The expense of the best of these schools, that at Kesgrave, near Woodbridge, where no school-fees are paid, amounted last year to 146*l.* As no money is wasted, I fear this must be considered no unfair estimate of the expenditure required to keep such a school for 200 boys and girls in a thoroughly efficient condition. School-fees, however, would produce about 30*l.*, or a larger sum if they were well managed.

The highest salary paid to these masters is 75*l.*, and the lowest 40*l.*, with a house. The average 50*l.*, with residence.

Taking again 4 of the best schools in which boys and girls are instructed by one mistress, I find these proportions:—

Population	2,716
Space	480
Total number	349
Present	318
Learning to read	138
Easy narratives and Holy Scripture	120
Books of general information	60

Writing on paper	58
From dictation	34
Working compound rules	22
Proportion and practice	2

The lowest salary paid to one of these mistresses is 15*l.*, the highest 50*l.*, both with residence. The payment of all the village schoolmistresses ranges from 10*l.* to 55*l.*, and averages 26*l.* 10*s.* It will readily be admitted that these respectable women do more than could reasonably be expected, considering the difficulties attached to the management of boys and girls in agricultural districts. The elementary subjects are learned in less time, and more thoroughly, than in large schools conducted on an expensive system; and sufficient progress is made to prepare children of superior natural abilities for a more complete course of instruction. At the same time, it must not be supposed that the attainments of the elder children are equal to those of the corresponding classes in good metropolitan schools. The deficiency in arithmetic may be taken as an index of the general want of information in such subjects as history, geography, and grammar.

The Tables will furnish instances of schools under teachers not worse paid than these, which are thoroughly inefficient. In such cases the only remedy is the dismissal of the teachers, or a change either in the system of instruction or in the management of the school.

Several are mixed schools of girls and infants; the boys leaving under 8 years old. Of these I have previously had occasion to name the Earls-Colne and Great Maplestead schools in Essex, and Woolverstone in Suffolk, and may now add those at Caldecot, Tendring, Laxfield, and Butley as specimens of what may be effected by a good mistress under such circumstances.

In many country parishes there are separate schools for boys and girls. Excepting in places where the teachers of the two schools are unconnected with each other, and the funds sufficient to allow a liberal stipend to each, I am disposed to think that such an arrangement is unnecessary, and I can answer that the results are often unsatisfactory where considerable expense is incurred.

Some schools, however, of this description are extremely well managed, and reflect great credit upon the liberality of the parishioners. The statistical facts connected with them, which will be found in the annexed Tables, do not require any special notice.

Upon a general review of schools in agricultural districts, I must again state that my favourable opinion of their internal efficiency is much confirmed by longer observation; but, on the other hand, the external difficulties which oppose the progress of education are far from diminishing.

In the first place, the funds are not collected in a fair proportion

from those who ought to maintain the schools. For instance, in Suffolk, the subscriptions in five parishes average 6*l.* In nine other parishes they average 16*l.*; and in those places where they exceed 20*l.*, it is almost invariably owing to the liberality of a single landowner or of the clergyman. I could not exactly ascertain to what extent the subscriptions come from the farmer and proprietors, since the clergy generally include their own contributions in the general fund. If, however, I may express what is but a conjecture, I think that a good school for 80 or 90 boys and girls, costs the incumbent upon an average about 30*l.* a-year. It needs but a limited knowledge of the country districts to be assured that any scheme of raising money for the support of schools, which should depend upon the co-operation of tenant farmers, would at present be all but a universal failure. At the same time it must be admitted that in some parishes the farmers contribute fairly to the expenses of the schools, while their wives and daughters take great interest in the improvement of the children. This appears to be especially the case in parishes where pains are taken to show them that the instruction given in the schools is of a practical character.

The remarks made last year upon the impossibility of keeping children, especially boys, in school long enough to give them valuable instruction, apply to all the country parishes which I visited this year. It is the opinion of persons best acquainted with the subject, that the demand for juvenile labour is much increased. I may safely assert that the parishes in which one boy out of twenty remains in school beyond 8½ years of age, are rare and exceptional cases; that is, they are either under the direct influence of a resident landowner deeply interested in the education of the poor, or they are not altogether of an agricultural description. Moreover, from the age of 7 years, or even younger, nearly all the boys are kept at some work in the fields during 3 or 4 months in the year. I find that in the dropping season, as it is termed, the boys between 7 and 9 years earn from 3*d.* to 5*d.* a-day; and in parishes where straw-plaiting has been introduced, children of both sexes are kept constantly at work from infancy; and at the age of 8 or 9 years, the most expert can earn about 3*s.* a-week. These are difficulties which it is impossible altogether to overcome. We cannot expect the parents to relinquish what is in some places their principal, and in all an important, source of income. This, however, should only induce us to try every means of giving the best instruction possible. In some parishes evening-schools may succeed; in others it may be advisable to admit young persons into the schools whenever they are set at liberty by a cessation of their ordinary work. And finally, it seems highly desirable to establish within an easy distance of small parishes good district schools, conducted by masters of reputation and talent, where, as is the case in

Scotland, well disposed youths may continue and complete the studies begun in childhood.

I can only add, that my duties have been much lightened by the conviction, that notwithstanding all the difficulties to which allusion has been made, the blessings of a truly Christian education are bestowed upon the children of the poor by means of our national schools; and that I look upon the daily increase in their number with the liveliest feelings of sympathy and hope.

I have the honour, &c.

(Signed) F. C. Cook.

To J. P. Kay Shuttleworth, Esq.

MIDDLESEX.

MIDDLESEX.	Amount of		Number of Scholars			Reading			Writing		Arithmetic.			INCOME.	
	Grant.	Population of District or Parish.	For whom there is School-room.	On the Books of the School.	Present at Examination.	Letters and Monosyllables.	Easy Narration and Portions of Scripture.	Books of General Information.	On Paper.	From Dictation or Memory.	Reduction and Comp. Rules.	Proportion and higher Rules.	Fractions.	Subscriptions, Donations, &c.	Endowment.
Bayswater.	£													£. s.	£. s.
Boys . .	..	..	200	153	138	12	80	46	46	46	27	19	8	295 0	57 0
Girls . .	0	..	130	70	58	11	35	12	22	4	12				
Infants . .	..	..	200	96	80										
Bethnal Green. St. Andrews.	395														
Boys . .	..	..	200	141	111	59	40	12	44	50	6	4	..	..	..
Girls . .	..	..	160	110	81	61	20								
Infants . .	..	..	90	closed											
St. James-the-Gt.	404														
Boys . .	..	..	200	100	84	61	23	..	10	7	..	..	..	7 15	0
Girls . .	..	..	120	104	75	29	46	..	18	..	..	..	..	25 0	
Infants . .	..	..	80	120	100	..	20							from the incumbent.	
St. James-the-Less, now St. Simon Zelotes	400	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys . .	..	..	200	54	40	30	10	..	5	5	..	..	..	58 14	..
Girls . .	..	..	140	39	15	10	5								
Infants . .	..	..	100	55	50										

MIDDLESEX.

INCOME.		EXPENDITURE.						GENERAL OBSERVATIONS ON DISCIPLINE, INSTRUCTION, &c.
School Fees.	TOTAL.	SALARIES. Master, M., Mistress, Ms, Assistant Master, A. M., Assist. Mrs., A. Ms., and Infant Mrs., I. Ms	Sundries.		TOTAL.			
£. s	£. s.	£. s.	£. s.	d.	£. s.	d.		
130 0	482 0	80 0 M. 50 0 Ms. 20 0 A.M. 50 0 I.M.	210 0	0	440 0	0		Bayswater.—Boys: The school is in perfect order—attendance punctual and regular. A very remarkable progress has been made in all subjects under the present master, who previously conducted the school on Paddington Green. Girls: I cannot report favourably upon the school, although it is somewhat improved since last year. A pupil-teacher is employed, who receives 9*l.* from the London Diocesan Board, and 2*s.* 6*d.* weekly from the school-fund. Infants: A handsome school, which has not been at work long enough to enable me to form a decided opinion as to its efficiency.
..	..	..	..		..			St. Andrew's.—A plain, handsome building; good rooms, with apartments for master. The boys are improved in manners, but still noisy. They are young, generally under eleven years. 705 admitted since 1841; 63 between January and April 28, 1846. There is much life, intelligence, and good work in this school, which is highly creditable to the master and the clergyman. The girls are generally under nine years old: it is little more than an infant-school.
96 17	104 12	40 0 M. 60 0 Ms. with house	30 0	0	130 0	0		St. James-the-Great.—The boys are very young; nine years average of first class: they are generally children of respectable weavers. I could not ascertain that the master taught any subject with efficiency. The girls' school is managed remarkably well by a very young mistress, trained at a good school in Cambridge. The infants are cheerful, orderly, and rather intelligent.
.. 28 0	.. 86 14	.. 40 0 M. and Ms.	.. 32 7	0	.. 72 7	0		St. James-the-Less.—Three handsome and commodious school-rooms. Boys dirty and disorderly; all under ten years old; 35 admitted within six months. They are instructed in the elements of reading by a young, ill-paid master. The girls and infants in one room, under a mistress, of whose qualifications and success it is, fortunately, not necessary to give an account, as she is about to leave the school. The clergyman informed me that he cannot depend upon more than 2*l.* 2*s.* for next year's subscriptions. The income from the church is 150*l.*—*N. B.* The schools are now attached to the district of St. Simon Zelotes.

MIDDLESEX—*continued.*

MIDDLESEX.	Amount of		Number of Scholars			Reading			Writing		Arithmetic.			INCOME.	
	Grant.	Population of District or Parish.	For whom there is School room.	On the Books of the School.	Present at Examination.	Letters and Monosyllables.	Easy Narration and Portions of Scripture.	Books of General Information.	On Paper.	From Dictation or Memory.	Reduction and Comp. Rules.	Proportion and higher Rules.	Fractions.	Subscriptions, Donations, &c.	Endowment.
Bethnal Green.	£.													£. s.	£. s.
St. John's.	600														
Boys . .	..	..	300	96	84	47	37	..	7	6	..	..	..	52 0	3 15
Girls . .	..	..	300	80	61	38	23	..	1						
Bloomsbury.															
St. George .	0	16,981	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys . .	..	..	150	106	96	56	40	..	14	8	5	..	..	203 0 and 119 0 balance from last year.	..
Girls . .	..	..	150	104	80	22	34	24	22	20	4				
Infants . .	..	..	260	200	170	148	22	..	8						
Brompton . .	400	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys . .	..	..	220	170	140	70	50	20	24	30	25	8			
Girls . .	..	..	220	80	60	40	14	6	10	6	10				
Camden-town.															
Infants . .	..	..	300	336	230	..	46	..	20	..	..	..	..	194 0	..
Chelsea.															
Park Chapel .	0														
Boys . .	..	..	120	92	75	31	26	18	18	18	18	10	..	165 0	..
Girls . .	..	..	120	71	67	34	33	..	12	8	6	..	..	..	..
Infants . .	..	..	180	139	90	..	..	..	..	..	..	..	..	75 0	..

MIDDLESEX—*continued.*

INCOME.		EXPENDITURE.			GENERAL OBSERVATIONS ON DISCIPLINE, INSTRUCTION, &c.
School Fees.	TOTAL.	SALARIES. Master, M., Mistress, Ms., Assistant Master, A. M., Assist. Mrs., A. Ms., and Infant Mrs., I. Ms.	Sundries.	TOTAL.	
£. s.	£. s.	£. s.	£. s. d.	£. s. d.	
25 0	80 15	100 0 M. and Ms.	23 14 0	123 14 0	St. John's.—These schools, built originally for a district of 30,000; by sub-division reduced to 6000. This may partly account for the great diminution in the numbers of children; but the want of discipline, and the meagreness of the instruction, must have far more influence The teachers are anxious, and seem to take pains, but the numbers given in the tables indicate a very low state of proficiency in all subjects. The children are, however, very young; and 51 boys and 88 girls were admitted between the 1st of January and 27th of April, in 1846.
..	..	..	..	..	St. George.—These handsome schools cost 2500*l.* The boys' school is not in good order, and requires some change of system. The master is intelligent. An excellent girls' school: reading in History of England unusually good. The infant school is remarkable for good order and skilful teaching. Nothing can be better than the religious instruction.
50 0	372 0	100 0 60 0 13 P. teachers.	100 0 0	270 0 0 and balance 100 0 0	
..	..	..	..	..	Brompton.—Boys: This school, at the date of my visit, was ably conducted by the same master of whose ability and success in managing and instructing his pupils a very favourable report was made last year. The singing is remarkably good.—Girls: The school has suffered very much from the illness of the mistress; but a great improvement had taken place since last year.
53 8	247 8	98 10 3 A.Ms.	80 8 0	178 18 0	Camden Town.—This large school is conducted by a master, assisted by his wife. The children are intelligent; many of them require a different system of instruction. A site has been granted by the Marquis Camden, and it is probable that two National Schools will be established.
42 14	282 14	80 0 57 0 45 0 and infants' pence.	32 0 0	214 0 0	Park Chapel.—The boys' school is much improved under the present master. Good reading, writing, and a commencement of composition. The girls read well in the Holy Scriptures. The religious instruction good in both schools. The infant-school room is large and handsome, and the mistress energetic and intelligent.

MIDDLESEX—*continued.*

MIDDLESEX.	Amount of		Number of Scholars			Reading			Writing		Arithmetic.			INCOME.	
	Grant.	Population of District or Parish.	For whom there is School room.	On the Books of the School.	Present at Examination.	Letters and Monosyllables.	Easy Narration and Portions of Scripture.	Books of General Information.	On Paper.	From Dictation or Memory.	Reduction and Comp. Rules.	Proportion and higher Rules.	Fractions.	Subscriptions, Donations, &c.	Endowment.
	£.													£. s.	£. s.
Chelsea. Trinity.	63														
Boys . .	..	..	250	210	201	100	63	38	40	36	38	20	..	300 6	..
Girls . .	..	..	240	110	91	30	45	16	30	16	18	..	..	15 0 from L.D.B.	
Infants . .	..	..	not examined.												
Christ Church.	250 68 additional.	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys . .	..	..	170	125	96	60	26	10	20	9	10	..	..	91 5	..
Girls . .	..	..	130	78	66	42	20	4	14	6	5				
St. Jude's.	266														
Boys . .	..	..	100	86	not examined		..	..	..	..	..	..	..	77 12	..
Girls . .	..	..	120	110	92	46	46	..	12	..	6	..	..	..	..
Infants . .	..	..	80	98	not examined										
Cornhill and Lime-street Ward Schools.															
Boys . .	O	..	700	64	64	10	26	28	40	28	40	28	..	310 0	30 0
Girls . .	..	..	100	66	66	8	32	26	50	16	20				
Finchley . .	..	3664	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys . .	O	..	80	67	53	26	19	13	17	12	14	..	..	112 10 and 64*l.* for clothing fund.	3 0
Girls . .	..	..	50	32	30	8	12	10	12	10	10	2			

MIDDLESEX—*continued.*

INCOME. School Fees.	INCOME. TOTAL.	EXPENDITURE. SALARIES. Master, M., Mistress, Ms, Assistant Master, A. M., Assist. Mrs., A. Ms., and Infant Mrs., I. Ms.	EXPENDITURE. Sundries.	EXPENDITURE. TOTAL.	GENERAL OBSERVATIONS ON DISCIPLINE, INSTRUCTION, &c.
£. s.	£. s.	£. s.	£. s. d.	£. s. d.	
72 0	387 6	118 0 M. 86 0 Ms. 39 0 two P.Ts.	174 19 0	417 19 0	Trinity.—These excellent schools are under the same teachers as last year. The boys are young, and their average stay in school not sufficient to enable the teacher to give all of them satisfactory instruction. Those who remain long enough receive a very good and complete education, and many pupil-teachers have been supplied from the school.
..	..	..	..	..	Christ-Church.—The two schools are separated by a partition, which is not sufficient to intercept the noise. Great pains have been bestowed upon both schools by the teachers—the master from Westminster, the mistress from Whitelands. They are skilful and successful.
39 19	131 0	50 0 M. 30 0 Ms. 18 0 T.M. the children's pence divided in addition.	44 7 0	142 7 0	
..	..	30 0	33 10 0	138 18 0	St. Jude's.—One long room divided into three by partitions. The girls' school is kept in excellent order, and efficiently taught by the mistress.
31 0	111 12	35 0 10 8			
0	..	80 0 M. 40 0 Ms. and clothing for 80 children.	62 0 0	182 0 0	Cornhill and Lime Street.—Boys: An efficient school. The elder boys read books of general information, learn grammar, geography, and English history. The results of this system are satisfactory, and there can be no doubt that they learn far more than in any large school under one teacher. Girls: One of the best schools in London. The younger girls learn to read very rapidly, and the elder girls are likely to furnish a supply of useful school assistants. These schools are highly creditable to the ward, and it is to be hoped that the liberal support which they have hitherto received will be continued. The Committee intend to build a handsome school in St. Mary Axe.
..	..	..	..	..	Finchley.—The boys are in much better order, and generally improved, since last year; and the girls have made remarkable progress, especially in reading, arithmetic, and English composition, under the present mistress. The school-rooms are very inconvenient.
..	179 10	70 0 33 0 Ms.	12 0 0 about.	115 0 0 not inclusive of clothing.	

MIDDLESEX—*continued.*

MIDDLESEX.	Amount of		Number of Scholars			Reading			Writing		Arithmetic.			INCOME.	
	Grant.	Population of District or Parish.	For whom there is School room.	On the Books of the School.	Present at Examination.	Letters and Monosyllables.	Easy Narration and Portions of Scripture.	Books of General Information.	On Paper.	From Dictation or Memory.	Reduction and Comp. Rules.	Proportion and higher Rules.	Fractions.	Subscriptions, Donations, &c.	Endowment.
	£.													£. s.	£. s.
Finsbury, St. Paul's	365														
Boys	..	..	120	80	66	22	32	12	10	..	..	..	..	..	..
Girls	..	..	120	73	56	30	20	6	12	2	6				
Fulham	..	3400	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys	0	..	180	103	89	28	46	15	29	18	30	6			
Girls	0	..	100	73	61	9	30	22	22	14	15				
Infants	..	..	100	113											
Hackney, West.															
Boys.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Girls.															
Haggerstone.															
Boys	240	..	240	241	196	96	76	24	40	36	36	16	..	162 0	0
Girls	..	..	240	201	148	70	61	17	20	8	7				
Infants	57	..	200	195	160	130	30	..	..	..	..	..	..	49 13	0
Hampstead	..	10,093	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys	0	..	150	120	110	48	42	20	38	20	28	10	..	261 16	..
Girls	0	..	140	101	80	24	35	21	22	20	20			6 6	
Two infant-schools not examined.														divi-dend of stock.	

MIDDLESEX—*continued.*

INCOME.		EXPENDITURE.			GENERAL OBSERVATIONS ON DISCIPLINE, INSTRUCTION, &c.
School Fees.	TOTAL.	SALARIES. Master, M. Mistress, Ms., Assistant Master, A. M., Assist. Mrs, A. Ms., and Infant Mrs. I. Ms.	Sundries.	TOTAL.	
£. s.	£. s.	£. s.	£. s. d.	£. s. d.	
..	..	..	..	..	Finsbury, St. Paul's.—A handsome, well-arranged building, with apartments for teachers. Boys: Very deficient in order, but none have been four months in the school. The attendance has been very irregular. The elder boys are intelligent. Girls: In excellent order, and receiving valuable instruction under a well-trained and efficient mistress.
..	..	..	..	..	Fulham.—The boys' school is well conducted by a master, with pupil-teacher and monitor. A remarkable improvement in the manners and appearance of the boys, who read the History of England, learn grammar, geography, &c., and have a highly satisfactory knowledge of religious subjects. The attendance is not regular. Age, in first class, averages eleven and a half years. The girls' school is remarkable for good order and general intelligence. Some read the History of England with fluency and expression, and write sensible abstracts. The infant-school is in perfect order, and the instruction is very satisfactory.
..	..	..	..	..	West Hackney.—Two large school-rooms, with apartments for teachers. Schools examined, but no Report made in the absence of Committee.
69 12	231 12	60 0 M. 40 0 Ms. with house, &c.	135 0 0	235 0 0	Haggerstone.—Boys: A good school, in excellent order. The boys are very intelligent, and evidently attached to their teacher. Several abstracts were written, with unusual correctness. It should be remarked that the boys have occasionally subscribed towards the purchase of books and apparatus. The girls are not forward, but have not been neglected. School-building cost 1707*l.* The imperfect drainage is a great nuisance to the neighbourhood. The infant-school is in good order, but imperfectly organized.
22 3	71 16	35 0 M. 7 0 Ms.	16 18 0	58 18 0	
..	..	105 0 M. 50 0 Ms. and a house. 30 0 A.M. 14 0 Mon.	193 12 0	387 12 0	Hampstead.—Boys: In the same efficient condition as described last year. The school-room is large, but the offices are inconvenient, and there is no playground. Girls: A very good school. Elder girls read the History of England with intelligence, and the instruction, especially in religious subjects, is excellent throughout the school.
53 16	321 18				

MIDDLESEX—*continued.*

MIDDLESEX.	Amount of		Number of Scholars			Reading			Writing		Arithmetic.			INCOME.	
	Grant.	Population of District or Parish.	For whom there is School room.	On the Books of the School.	Present at Examination.	Letters and Monosyllables.	Easy Narration and Portions of Scripture.	Books of General Information.	On Paper.	From Dictation or Memory.	Reduction and Comp. Rules.	Proportion and higher Rules.	Fractions.	Subscriptions, Donations, &c.	Endowment.
	£.													£. s.	£. s.
Hampton Wick .	30	1,463	..	..	..	..	..	..	..	..	..	..	..	..	..
Girls . .	..	..	70	56	54	30	24	..	14	8	12	..	..	60 0	..
Highgate . .	..	4,802	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys . .	O	..	120	77	69	20	35	14	20	12	14	10	..	180 15	..
Girls . .	..	..	120	94	89	24	47	18	18	16	15				
Infants . .	..	..	220	128	99	..	26								
Holborn.															
Baldwin's Gardens . . .	O														
Boys. . .	..	..	..	210	190	100	70	20	60	20	20	8	..	252 5	..
Girls . .	..	..	..	111	100	Not examined.									
Holloway.															
St. James . .	100	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Infants . .	..	..	250	215	152	..	38	..	10	..	..	..	..	139 0	..
Homerton.															
Ram Chapel.															
Boys . .	O	..	75	60	60	13	35	12	24	18	24	13	..	84 0	54 0
Girls . .	..	..	70	68	68	30	30	8	20	20	10	..	..	70 0	..

MIDDLESEX—*continued.*

INCOME.		EXPENDITURE.			GENERAL OBSERVATIONS ON DISCIPLINE, INSTRUCTION, &c.
School Fees.	TOTAL.	SALARIES. Master, M., Mistress, Ms., Assistant Master, A. M., Assist. Mrs., A. Ms., and Infant Mrs., I. Ms.	Sundries.	TOTAL.	
£. s.	£. s.	£. s.	£. s. d.	£. s. d.	
.. 3 0	.. 63 0	.. 40 0 Ms.	.. 20 0 0	.. 60 0 0 and 25 0 0 for repairs.	Hampton Wick.—A handsome and commodious school, cost 625*l.* The girls behave well, and their appearance is very pleasing. The instruction is too mechanical.
.. 33 4 including needle work.	.. 213 18	.. 80 0 M. 50 0 Ms. 12 0 Mon.	.. 66 17 0	.. 208 17 0	Highgate.—The boys' school has been much improved by parallel desks. The favourable account of both boys' and girls' schools in last year's Report requires no change. The state of the infant-school is very creditable to the mistress.
54 8 and 0 11	307 4	102 13 M. 38 0 Ms.	189 4 0	329 17 0	Baldwin's Gardens.—Boys: Conducted by a master and three pupil-teachers. The fluctuations of attendance are very remarkable; 205 admitted within the year; and of 36 in first class at the last inspection only 7 remain. The instruction is probably as good as can be given to boys of so early an age and so irregular in attendance. No school is watched more carefully; scarcely any has so many competent teachers. The girls' school has also a pupil-teacher. The cost of pupil teachers is not included in the accounts; it exceeds 142*l.*, of which 25*l.* 12*s.* 6*d.* is paid by the London Diocesan Board of Education, and the remainder by four gentlemen.
.. 21 4	.. 160 4	.. 100 0	.. 19 3 0	.. 119 3 0	St. James, Holloway.—A handsome schoolroom, built on ground attached to the Church. Apartments for teachers not habitable. The children are between two and eight years old, kept in order by a master and mistress. There is much spirit and intelligence in the school, but the progress of the children is unequal, and a change in its organization is desirable.
.. work, 2 7	138 0 72 7	60 0 40 0	53 0 0 girls clothed.	113 0 0	Ram Chapel.—Boys quiet and well behaved. The instruction is limited, but conducted with great care. The methods are too mechanical, and there is a want of spirit and intelligence. The girls' school is efficient, especially in writing from memory and dictation. With some improvements, it might become a model school.

MIDDLESEX—*continued.*

MIDDLESEX.	Amount of		Number of Scholars			Reading			Writing		Arithmetic.			INCOME.	
	Grant.	Population of District or Parish.	For whom there is School room.	On the Books of the School.	Present at Examination.	Letters and Monosyllables.	Easy Narration and Portions of Scripture.	Books of General Information.	On Paper.	From Dictation or Memory.	Reduction and Comp. Rules.	Proportion and higher Rules.	Fractions.	Subscriptions, Donations, &c.	Endowment.
	£.													£. s.	£. s.
Hornsey . . .	..	5,937	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys . .	0	..	110	92	84	23	36	25	24	20	25	16	4	101 17	..
Girls . .	0	..	94	89	75	15	35	25	24	15	25	4	..	116 11	..
														27 0 from needle-work.	
Hoxton.															
St. John's . .	400	..	..	..	..	..	..	..	..	..	..	..	..	157 10 and grant from L.D.B. 20 17 6	..
Boys . .	..	..	270	268	217	131	70	16	36	16	23	6	..		
Girls . .	..	..	270	178	125	72	40	13	20	10					
Infants .	..	..	100	90	80										
Islington.															
All Saints'. .	79	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Infants . .	..	..	150	130	120	108	12	..	14	..	..	..	..	71 0	..
St. Mary's . .	300														
Boys . .	..	..	300	125	107	43	49	15	48	20	23	..	..	312 10	0
Girls . .	..	..	200	69	58	25	33	..	9	6	6	..	..	4 7 from funded property	

MIDDLESEX—*continued.*

INCOME.		EXPENDITURE.			GENERAL OBSERVATIONS ON DISCIPLINE, INSTRUCTION, &c.
School Fees.	TOTAL.	SALARIES. Master, M., Mistress, Ms., Assistant Master, A. M., Assist. Mrs., A. Ms., and Infant Mrs., I. Ms.	Sundries.	TOTAL.	
£. s.	£. s.	£. s.	£. s. d.	£. s. d.	
..	..	..	..	..	Hornsey.—The boys' school has improved steadily every year, and is in a thoroughly efficient state. The girls' school continues to be one of the best in the neighbourhood of London.
58 5	160 2	70 0	62 14 0	132 14 0	
11 5	154 16	60 0	104 5 0	164 5 0	
105 8	..	..	..	..	Hoxton, St. John's.—Boys: The manners of these boys are much improved, but the school is conducted with too much noise. The progress in reading is not satisfactory; too much time is lost in learning the first elements. Writing on slates and paper taught with care and success. Grammar, geography, and History of England are learned by the elder boys. The religious instruction is good and practical, but not very comprehensive. An intelligent youth is employed as pupil-teacher, paid in part by the London Diocesan Board. The master is zealous and well trained. I believe that the defects of this large school, which is a great benefit to the parish, depend upon its imperfect organization. A classroom, and at least two efficient assistants, are required. 140 boys have been admitted within five months. Girls: The school is in good order, but time is lost in the arrangements. A large proportion of the girls are very young. Few have received any instruction which will be available in after-life. Two write good abstracts. There is a pupil teacher paid by the London Diocesan Board, who lives with her parents in the Regent's Park. Infants: Imperfect in organization and teaching.
		90 0 0	60 14 9	210 18 3	
		30 0 0			
		3 16 0			
		13 5 6			
		6 19 0			
		6 3 0			
..	..	26 0 M.	55 7 0	96 7 0	All Saints', Islington.—These young children are kept in excellent order, and are carefully instructed in the usual subjects of an infant-school by a mistress and assistant. The school is remarkable for the intelligence and religious knowledge of the children. Reading requires more care and a better system.
20 0	..	15 0 Ms.			
0	316 17	100 0 M.	149 0 0	314 0 0	St. Mary's.—The boys' school is conducted with much success by an intelligent and zealous master. Both schools provide clothing and free instruction; but the results are scarcely sufficient, considering the expenditure.
		65 0 Ms.			

MIDDLESEX—*continued.*

MIDDLESEX.	Amount of		Number of Scholars			Reading			Writing		Arithmetic.			INCOME.	
	Grant.	Population of District or Parish.	For whom there is Schoolroom.	On the Books of the School.	Present at Examination.	Letters and Monosyllables.	Easy Narration and Portions of Scripture.	Books of General Information.	On Paper.	From Dictation or Memory.	Reduction and Comp. Rules.	Proportion and higher Rules.	Fractions.	Subscriptions, Donations, &c.	Endowment.
Islington.	£.													£. s.	£. s.
St. Peter's . .	100														
Boys. . .	..	..	..	122	Not examined, owing to illness of master.										..
Girls . .	..	..	..	74	61	34	27	..	17	15	10	..	..	157 6	..
Kensington.															
Gravel-Pits.	212														
St. John's .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys and Girls	..	..	150	117	97	60	37	..	18	10	9	..	..	..	Not
Infants . .	..	..	200	145											
Potteries.															
St. James's. .	150	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys . .	..	..	120	92	60	40	20	..	10	..	..	..	..	96 0	..
Girls . .	..	..	100	68	50	30	20	..	4	..	..	..	..	..	..
Kentish Town.															
Boys. . .	0	..	250	240	160	80	53	27	113	28	28	3	..	250 0	..
Girls . .	..	..	200	150	130	60	50	20	30	18	10				
Kilburn.															
Boys . .	0	..	60	57	46	23	17	6	13	10	12	..	..	96 11	..
Girls . .	..	..	60	36	33	20	13	..	6	4	8				
Limehouse.	464														
Girls. . .	..	..	150	60	48	12	23	13	14	12	12	..	..	48 0	..
Infants . .	..	..	200	140	120	..	12								

MIDDLESEX—*continued.*

INCOME.		EXPENDITURE.			GENERAL OBSERVATIONS ON DISCIPLINE, INSTRUCTION, &c.
School Fees.	TOTAL.	SALARIES. Master, M., Mistress, Ms., Assistant Master, A. M., Assist. Mrs., A. Ms., and Infant Mrs., I. Ms.	Sundries.	TOTAL.	
£. s.	£. s.	£. s.	£. s. d.	£. s. d.	
..	..	80 0 M.	85 15 0	210 15 0	
60 0	217 6	45 0 Ms.			
..	..	..	..	..	Kensington, Gravel-Pits.—This school appears to be well managed; but as it was opened in the beginning of the year, no decided opinion can be expressed. The master takes the teaching into his own hands as much as possible. The infant-school requires more time than I could give this year.
returned.					
..	..	..	..	..	Kensington, Potteries.—The improvement remarked in former Reports in the appearance and manners of these children continues to advance. The instruction is of necessity very limited, but due pains seem to have been taken by an active and well-trained master. The girls' school is in an imperfect state.
18 0	114 0	70 0 M.	13 8 0	123 8 0	
..	..	40 0 Ms.			
6 0	256 0	70 0 M.	106 0 0	241 0 0	Kentish Town.—Boys: The lower classes are extremely ignorant; partly owing to irregular attendance, but chiefly to the imperfect organization of the school, conducted in four large classes by one master and untrained monitors. The penmanship is very good. The History of England and geography are taught by the elder boys, some of whom are intelligent, and have made satisfactory progress in the usual studies.
		45 0 Ms.			
		7 0A.M.			
		13 0A.Ms.			
9 12	..	90 0 M. and Ms.	15 0 0	105 0 0	Kilburn.—A handsome school, built in memory of the late minister. The children are carefully instructed in elementary subjects by a master and mistress.
40 0	88 0	50 0 Ms.	46 0 0	143 12 0	Limehouse, St. Ann.—The girls and infants are instructed in two rooms, by one mistress, with two assistants and a pupil-teacher. The girls receive a good education, learn geography, English history, and are well advanced in most subjects. The pupil-teacher is paid in part by the London Diocesan Board. 211 have passed through this school since 1843, and 61 have been admitted within the year. The infant-school is managed very well, considering its imperfect organization. It is not well ventilated, and stoves are wanted in both rooms.
		25 0A.Ms.			
		20 0T.Ms.			
		2 12P.T.			

MIDDLESEX—*continued.*

MIDDLESEX.	Amount of		Number of Scholars			Reading			Writing		Arithmetic.			INCOME.	
	Grant.	Population of District or Parish.	For whom there is Schoolroom.	On the Books of the School.	Present at Examination.	Letters and Monosyllables.	Easy Narration and Portions of Scripture.	Books of General Information.	On Paper.	From Dictation or Memory.	Reduction and Comp. Rules	Proportion and higher Rules.	Fractions.	Subscriptions, Donations, &c.	Endowment.
Marylebone.	£.													£. s.	£. s.
St. John's.															
Boys . .	0	..	200	139	114	12	71	21	20	16	20	8	..	191 0	..
Girls . .	..	..	200	110	90	32	38	20	29	20	20	10	..	2 7 needle-work.	
Infants . .	..	..	350	363	260	200	52	8	42	20	8	1	..	130 0	6 0
Paddington Green.	250														
Boys . .	..	..	200	175	145	50	70	25	90	28	60	30	..	295 0	57 0
Girls . .	..	..	200	137	134	18	69	47	47	54	40				
Infants . .	..	..	200												
Stepney.															
All Saints'. .	400	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys . .	..	..	306	150	120	42	58	20	30	10	6				
Girls . .	..	..	174	70	50	20	20	10	10	10	8				
Infants . .	..	..	120	130	90										
St. Peter's .	50	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys . .	..	..	320	128	98	30	38	30	18	25	30	18	..	115 0	..
Girls . .	..	..	250	72	50	25	15	10	12	14	12				
Infants . .	..	..	90	92	48	..	..	..	..	..	..	..	..	33 0	..

MIDDLESEX—*continued.*

INCOME.		EXPENDITURE.			GENERAL OBSERVATIONS ON DISCIPLINE, INSTRUCTION, &c.
School Fees.	TOTAL.	SALARIES. Master, M., Mistress, Ms., Assistant Master, A.M., Assist. Mrs., A. Ms., and Infant Mrs., I. Ms.	Sundries.	TOTAL.	
£. s.	£. s.	£. s. d.	£. s. d.	£. s. d.	
61 7	254 14	85 0 M. 50 0 Ms. P.T.	170 10 6	305 10 6	Marylebone, St. John's.—Boys: This well-built and handsome school has been continually improving since my first visit. The attendance is punctual and the discipline appears to be very good. The boys are young, but read the Fourth Book of the Society for Promoting Christian Knowledge and the History of England with ease and intelligence. The other subjects are well taught. Girls: An excellent school. The girls in the first class are equal in attainments to any in my district. They read with fluency and expression, and write correct English. Some girls would attend school occasionally at a more advanced age than usual if the rules were relaxed. A pupil-teacher receives 2*s.* 6*d.* a-week and 9*l.* annually from the London Diocesan Board of Education. Infants: A mixed school, conducted by an able master, with two assistants, and superintended with great care. Considerable progress is made in all subjects adapted to the ages of the children, who are between two and seven and a half years old.
43 0	179 0	95 0 M. and Ms. 28 0 A.M	260 0 0 about, including repairs and new buildings.	383 0 0	
130 0	482 0	80 0 M. 60 0 Ms. 20 0 A.M. 90 0 T.Ms.	211 0 0	461 0 0	Paddington.—A full account of these excellent schools was given in last year's Report. The boys' school appears to have suffered somewhat from change of masters. The two other schools are quite as efficient as formerly.
..	..	..	..	..	All Saints', Stepney.—These efficient schools are conducted upon the same system, and with the same satisfactory results, as were described in the Report of last year. The infant-school in the same condition.
..	..	..	..	..	St. Peter's, Stepney.—Boys: An excellent school, carefully superintended and liberally supported both by the former and present incumbent. The boys are well advanced in the usual subjects of instruction, are intelligent, and have more general information than is usual. Girls: The numbers have increased, and the instruction is very satisfactory. The infant-school room is too small.
76 15 17 10	191 15 50 10	70 0 M. 45 0 Ms. 30 0 I.Ms.	61 13 0	206 13 0	

MIDDLESEX—*continued.*

MIDDLESEX.	Amount of		Number of Scholars			Reading			Writing		Arithmetic.			INCOME.	
	Grant.	Population of District or Parish.	For whom there is School room.	On the Books of the School.	Present at Examination.	Letters and Monosyllables.	Easy Narration and Portions of Scripture.	Books of General Information.	On Paper.	From Dictation or Memory.	Reduction and Comp. Rules.	Proportion and higher Rules.	Fractions.	Subscriptions, Donations, &c.	Endowment.
Stepney.	£.													£. s.	£. s.
St. Philip's.	100														
Boys. . .	..	..	200	195	145	60	70	15	30	15	15	..	..	42 0	..
Girls. . .	..	..	200	56	45	30	15	..	12	6	..	..	..	..	..
Infants . .	..	..	120	..	..	..	..	..	..	..	..	..	..	..	..
St. Thomas's.	400														
Boys . .	..	..	250	176	98	50	30	18	20	14	16	6	..	108 0	..
Girls . .	..	..	250	430	60	30	25	5	12	6	6				
Infants .	..	..	200	240	160										
Trinity.	350														
Boys . .	..	..	120	67	61	12	35	14	14	10	15	..	..	104 0	..
Girls . .	..	..	100	56	49	20	20	9	9	9	8				
Infants .	..	..	180	160	140										
St. James's, Piccadilly. Swallow-street.															
Boys. . .	..	..	..	80	80	20	60	..	50	20	20	..	..	..	..

MIDDLESEX—*continued.*

INCOME.		EXPENDITURE.			GENERAL OBSERVATIONS ON DISCIPLINE, INSTRUCTION, &c.
School Fees.	TOTAL.	SALARIES. Master, M., Mistress, Ms., Assistant Master, A.M., Assist. Mrs., A. Ms., and Infant Mrs., I. Ms.	Sundries.	TOTAL.	
£. s.	£. s.	£. s.	£. s. d.	£. s. d.	
72 0	114 0	60 0 35 0 Ms. 30 0 I.Ms	29 9 0	154 9 0	St. Philip's, Stepney.—The boys' school is in very good order: they are cheerful and attentive. The average age in first class is eleven years. The instruction includes geography, grammar, and History of England. It is conducted with spirit and intelligence by a master, and an assistant aged sixteen years. The examination of the girls and infants was not sufficient to enable me to report upon their progress. Both these latter schools seem to need improvement. There is no Committee, and the incumbents seldom remain long in the district. The present minister informs me that he paid 40*l.* from his own resources last year.
80 0	188 0	103 0 M., Ms., I.M., P.T.	86 0 0	189 0 0	St. Thomas's, Stepney.—The boys' school is conducted with some skill and success by the same master. The girls' school has lost ground, owing to the temporary absence of the mistress. There is a good pupil-teacher, paid in part by the London Diocesan Board. The infants are well managed by the mistress, but her abilities are overtaxed in keeping 160 children, from one and a half to seven years old, in order and employment. A new infant-school will probably be built, in which case the room now used by them will be an excellent class-room for the boys.
54 0 estimated at.	153 0	60 0 M. 35 0 Ms. 30 0 T.Ms. 6 0 P.T. all rent free.	48 0 0 estimated at.	179 0 0	Trinity, Stepney.—A very handsome and well-arranged school-building, cost 1879*l.* The boys' school is remarkably well arranged, and the instruction, which includes grammar, geography, and history, is extremely efficient. The progress made by the younger boys proves that the teacher is no less conscientious and zealous than he is intelligent. The examination of the girls' and infants' schools was not completed this year. A grant of apparatus recommended.
..	..	..	..	..	Swallow-street.—These boys are clothed and apprenticed out of the offertory money. They attend the daily service. No secular reading-books. The master, who has been in this school 34 years, was a pupil of Dr. Bell. He does not consider that much dependence is to be placed in his monitors. The school might be of the highest benefit to the parish with a more liberal system of instruction.

MIDDLESEX—*continued.*

MIDDLESEX.	Amount of		Number of Scholars			Reading			Writing		Arithmetic.			INCOME.	
	Grant.	Population of District or Parish.	For whom there is School room.	On the Books of the School.	Present at Examination.	Letters and Monosyllables.	Easy Narration and Portions of Scripture.	Books of General Information.	On Paper.	From Dictation or Memory.	Reduction and Comp. Rules.	Proportion and higher Rules.	Fractions.	Subscriptions, Donations, &c.	Endowment.
	£.													£. s.	£. s.
St. James's, Piccadilly.															
Berwick-street .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Marshall-street.	O														
Boys. . .	..	..	280	278	230	105	105	20	72	36	36	16	..	..	..
Girls. . .	..	..	280	246	189	100	73	16	89	12	30				
Infants . .	..	..	..	232	206	..	12	..	9						
St. John's, Tichbourne-street.															
Boys . .	O	..	200	190	165	85	66	14	70	40	40	24	..	..	..
Girls. . .	..	..	150	131	111	35	52	24	38	42	15	..	..	..	..
Infants . .	..	..	250	230	200	..	..	..	..	..	..	..	..	..	..
St. Mary-le-Strand.															
Boys . . .	O	..	70	60	58	6	40	12	20	12	12	..	..	108 0	..
Girls . .	..	..	60	31	30	10	20	..	12	8				about.	

MIDDLESEX—*continued.*

INCOME.		EXPENDITURE.			GENERAL OBSERVATIONS ON DISCIPLINE, INSTRUCTION, &c.
School Fees.	TOTAL.	SALARIES Master, M., Mistress, Ms., Assistant Master, A. M., Assist. Mis., A. Ms., and Infant Mrs., I. Ms.	Sundries.	TOTAL.	
£. s. d.	£. s.	£. s.	£. s. d.	£. s. d.	
..	..	..	..	..	Berwick-street. — Large rooms under the Church; not open for day-school. They could not be well lighted, and it would be difficult to ventilate them.
..	..	..	..	900 0 0 for three schools.	Marshall-street.—Boys: A handsome room, well lighted and ventilated. One master, with assistant and monitors. The boys are quiet, and behave well. The average age in first class, ten and a half years. In the upper division, satisfactory progress is made in most subjects. The boys are intelligent, read the History of England, have some knowledge of grammar and geography, and answer well on Scriptural subjects. The lower part of the school is very little advanced in reading, &c., but they repeat the Catechism distinctly, and are rather intelligent. The master is an experienced teacher. This school ought to be subdivided, and supplied with four good assistant-teachers. Girls: The upper division is efficiently taught; the girls are intelligent, read geography and history, and are well acquainted with Holy Scripture; but the lower classes suffer from want of teachers. One mistress, with assistant and untrained monitors. Infants: The children are between two and ten years old, instructed in the usual routine of infant-school work by a mistress and assistant. The results depend upon this imperfect organization. Little progress is made in any subject, although the instruction, especially in religious subjects, has been conducted with diligence and some skill. The elder children should be removed, and the others taught in three divisions.
..	..	80 0	..	..	St. John's, Tichborne-street. — These schools were fully reported upon last year. They are at least equally efficient at present. Both would be improved by an increase in the number of teachers, and would be proper situations for good apprentices. The infant-school requires some change of organization.
..	..	40 0			
..	..	50 0 *			
					* Three pupil-teachers, at 4*s.* and 5*s.* weekly.
0	..	60 0	42 0 0	82 0 0	St. Mary-le-Strand.—The school-rooms are inconvenient, badly lighted and ventilated. The education is sound and useful, and the teachers appear to take a lively interest in the improvement of their pupils. 12 boys and 13 girls are clothed.

MIDDLESEX—*concluded.*

MIDDLESEX.	Amount of		Number of Scholars			Reading			Writing		Arithmetic.			INCOME.	
	Grant.	Population of District or Parish.	For whom there is School room.	On the Books of the School.	Present at Examination.	Letters and Monosyllables.	Easy Narration and Portions of Scripture.	Books of General Information.	On Paper.	From Dictation or Memory.	Reduction and Comp. Rules.	Proportion and higher Rules.	Fractions.	Subscriptions, Donations, &c.	Endowment.
St. Pancras, East.	£.													£. s.	£. s.
Britannia-street.	550	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys . .	..	..	300	230	194	57	101	36	50	28	36	..	..	303 0	..
Girls. . .	..	..	150	137	104	34	60	10	19	12					
Gordon-square, All Saints' .	0														
Boys . . .	..	..	..	132	102	27	56	19	30	18	12	..	..	190 0	..
Girls. . .	..	..	..	140	112	37	62	13	40	15					
Infants . .	..	..	Not examined.												
Percy Chapel.—Russell School of Industry .	50	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Girls . .	..	..	80	57	45	25	20	..	12	6	..	..	..	122 0	..
														6 0 work done in school.	
Twickenham .	90	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys. . .	..	..	100	92	88	17	35	36	36	30	30	15	2	94 0	..
Girls. . .	..	..	100	110	103	24	43	36	42	20	18				
Walham Green.															
Boys. . .	..	..	120	77	63	22	28	13	20	12	24	6	..	125 0	3 0
Girls. . .	..	..	120	57	50	20	30	..	10	4	..	..	..	..	..
Infants . .	..	..	100	101	80	70	10	..	..	..	..	..	..	..	..
Whitechapel.															
St. Mark's . .	200	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Girls. . .	..	..	100	112	65	41	24	..	20	3	..	..	..	55 0	..
Infants . .	..	..	200	240	136										
Boys . .	..	..	Not examined.												

MIDDLESEX—*concluded.*

INCOME.		EXPENDITURE.			GENERAL OBSERVATIONS ON DISCIPLINE, INSTRUCTION, &c.
School Fees.	TOTAL.	SALARIES. Master, M., Mistress Ms., Assistant Master, A. M., Assist. Mrs. A. Ms., and Infant Mrs., I. Ms.	Sundries.	TOTAL.	
£. s.	£. s.	£. s.	£. s. d.	£. s. d.	
..	..	..	..	..	St. Pancras, East, Britannia-street.—A noble building, spacious and well lighted; but the noise of the two schools, imperfectly separated by a wooden partition, is overpowering. Boys very young, average in first class ten years. Frequent changes, 70 admitted between January and April. The instruction is sufficient to show care and skill in the teachers, but is, almost of necessity, very imperfect. Two or three pupil-teachers required to work the school properly. The girls are in good order, and receive practical religious instruction. There is also an infant-school in a separate building, which seems to be conducted upon an unsatisfactory and expensive system.
105 18	408 18	100 0 M. 30 0 Ms. 7 0 A.M.	290 0 0	428 0 0	
40 0	230 0	105 0 M. and Ms. P.T. paid by L. D. B.	175 0 0	280 0 0	Gordon Square, All Saints'.—These schools are in a very poor neighbourhood, and have done much good. The boys are improved in manners, and there is much life and intelligence in both schools. Great credit is due to both teachers. The religious instruction is practical and comprehensive. Infant-school not examined.
..	..	..	..	..	Percy Chapel.—Very small results, compared with the expenditure. This ought to be a model-school, considering the great advantages of a good income, limited numbers, and careful superintendence.
17 13	145 13	35 0 Ms. 20 0 A.Ms.	91 0 .0	146 0 0	
..	..	..	..	..	Twickenham.—These excellent schools are conducted and superintended with the utmost care. The elder boys and girls read with fluency and expression, have a great deal of general information, and are thoroughly instructed in the Holy Scriptures. The progress of the lower classes equals, or surpasses, all that I have observed in the best schools of my district.
45 10	139 10	70 0 0 M. and Ms.	53 0 0	123 0 0	
33 0	164 0	70 0 M. 45 0 Ms. 27 0 I.Ms	54 5 0	196 5 0	Walham Green.—The trust-deed not yet completed. The brick flooring is quite worn out. The boys' school is conducted with energy and skill. The girls have received little instruction. I cannot say much for the infant-school.
..	..	..	..	..	Whitechapel, St. Mark's.—The girls' school is improved; the instruction is quite elementary. The infants are kept in good order, but learn very little.
50 0	105 0	52 0 M. 30 0 Ms.	13 0 0	95 0 0	

CAMBRIDGESHIRE.

CAMBRIDGE-SHIRE.	Amount of		Number of Scholars			Reading			Writing		Arithmetic.			INCOME.	
	Grant.	Population of District or Parish.	For whom there is School room.	On the Books of the School.	Present at Examination.	Letters and Monosyllables.	Easy Narration and Portions of Scripture	Books of General Information.	On Paper.	From Dictation or Memory.	Reduction and Comp. Rules	Proportion and higher Rules.	Fractions.	Subscriptions, Donations, &c.	Endowment.
	£.													£. s.	£. s.
Aldreth . . .	20	..	60	34	30	24	6	..	..	..	..	..	..	..	..
Bartlow . . .	..	89	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys and Girls	0	..	30	30	30	10	20	..	..	..	..	..	..	The school	
Barton . . .	15	319	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys and Girls	..	..	90	71	49	16	15	18	18	20	6	..	..	31 0	..
Bottisham . .	100	1497	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys. . .	..	..	..	71	60	37	23	..	29	17	5	..	..	32 0	7 0
Girls . .	..	..	160	54	38	17	21	..	21	12	6	..	..	31 0	
														from a fund at the disposal of the vicar.	
Caldecot and Toft	35	117 / 138	100	101	60	26	34	..	22	9	9	..	..	0	20 0
Cambridge. St. Paul's.															
Boys. . .	400 for the National and Infant Schools	..	250	121	100	37	44	19	59	23	25	1	..	The school has no separate income, being connected with several others under the management of the parochial clergy of Cambridge.	
Girls. . .		..	250	82	62	17	33	12	33	12	12	..	..		
Infants . .	..	..	150	123	106	..	10	..	..	..	..	..	..		

CAMBRIDGESHIRE—*continued.*

INCOME.		EXPENDITURE.			GENERAL OBSERVATIONS ON DISCIPLINE, INSTRUCTION, &c.
School Fees.	TOTAL.	SALARIES. Master, M., Mistress, Ms., Assistant Master, A. M., Asist. Mrs., A. Ms., and Infant Mrs. I. Ms.	Sundries.	TOTAL.	
£. s.	£. s.	£. s. d.	£. s. d.	£. s. d.	
..	..	..	..	..	Aldreth.—School built with grant from the Lords of the Treasury; a small room in imperfect repair; no trust-deed can be found. The children are very young, and are kept in good order by their young mistress.
..	..	..	..	..	Bartlow.—Two small dame-schools, superintended by the clergyman. The children have learned to read and to repeat the Catechism, hymns, and portions of Scripture.
maintained by the rector.					
..	..	..	..	..	Barton.—The reading, penmanship, and writing from memory are unusually good for a village school.
17 0	48 0	39 0 about.	6 12 0	45 12 0	
..	..	..	..	..	Bottisham.—Reading and writing very fair; the teachers have taken pains. A large sum has been expended by the vicar and patrons in purchasing ground for a teacher's residence.
25 7	96 3	50 0 M. 30 0 Ms.	16 4 0	96 4 0	
Not returned.	..	35 0 and house.	122 0 0	137 0 0	Caldecot.—A good school, supported with great liberality by the rector, who paid 100*l.* of the large sum expended last year.
27 0	..	55 0 M. to be raised to 60*l.*	..	For nine schools, 870 18 0	Cambridge, St. Paul's.—A complete and handsome building; each school has a class-room, 16×11 feet. The schools are fitted up with parallel desks, sufficient apparatus, and are well arranged. Cost 1450*l.*, including 140*l.* for the site. Boys: The instruction is sound and comprehensive. The elder boys read the History of England, learn geography, are well instructed in grammar; great pains taken to explain the meaning of words, and to teach writing from memory, &c. Good collective lessons on the gallery, especially on Scriptural subjects. This school is in a very hopeful condition, and does great credit to the able and diligent master. Girls: The elder girls receive an excellent education, reading books of history, &c., and writing very fair abstracts. The religious instruction is practical and comprehensive. Infants: A separate school; good building, with large playground. Infants kept in excellent order, and well instructed in religious subjects.
..	..	40 0 P. Teacher 2*s.* weekly.			
23 0	..	40 0 2 P. Teachers 1*s* 6*d.* weekly.			

CAMBRIDGESHIRE—*continued.*

CAMBRIDGE SHIRE	Amount of		Number of Scholars			Reading			Writing		Arithmetic			INCOME	
	Grant.	Population of District or Parish	For whom there is School room	On the Books of the School	Present at Examination.	Letters and Monosyllables	Easy Narration and Portions of Scripture.	Books of General Information.	On Paper	From Dictation or Memory.	Reduction and Compound Rules	Proportion and higher Rules.	Fractions	Subscriptions, Donations, &c	Endowment.
	£														
St Andrew-the-Less	O														
Boys. . .	..	..	280	174	123	66	43	14	40	20	18	6	..	..	..
Girls . .	..	..	250	174	110	31	63	16	39	29	6	..	..	..	..
Infants . .	..	..	230	180	125	..	15	..	..	..	..	..	..	..	..
King-street.	O														
Girls . .	..	..	250	120	90	32	48	10	23	13	..	..	..	..	..
Infants . .	..	..	250	100	83	..	20	..	..	..	..	..	..	..	..
Chesterton . .	144	1,617	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys. . .	..	..	200	110	75	53	22	..	20	10	..	..	..	35 3	..
Girls . .	..	..	..	114	68	50	18	..	10	4					
Comberton . .	75	521	120	81	57	29	28	..	3	..	..	..	..	..	..
Connington . .	£26 10	..	0	34	28	20	8	..	..	3	..	..	..	..	..
Coveney. . .	O	1,523	80	44	30	20	10	..	..	4	..	..	..	No return.	
Fen Ditton . .	70	530	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys and Girls	..	..	160	69	42	24	18	..	18	..	..	..	..	15 10	..

CAMBRIDGESHIRE—*continued.*

INCOME.		EXPENDITURE.			GENERAL OBSERVATIONS ON DISCIPLINE, INSTRUCTION, &c.
School Fees.	TOTAL.	SALARIES. Master, M., Mistress, Ms., Assistant Master, A. M., Assist. Mrs., A. Ms., and Infant Mrs.. I. Ms.	Sundries.	TOTAL.	
£. s.	£. s.	£. s.	£. s. d.	£. s. d.	
29 0	..	45 0	..	..	St. Andrew.—Two large, lofty rooms; each school has a class-room, 20×12 feet. Playground, 72×37 feet. Boys: Good order. Arithmetic well taught. Reading not sufficiently advanced. Girls: A very efficient school; the reading is unusually good; 46 below the two first classes read the second book of the Society for the Propagation of Christian Knowledge with ease and a good tone. Several girls, instructed or trained by the mistress, have gone out as teachers, and are well reported of. Some improvements in the fitting up of the schools are required. Infants: A very handsome school, formerly a Dissenters' chapel. The children are intelligent, well behaved, and fairly instructed.
25 0	..	45 0			
37 0	..	75 0 M. Ms.			
29 0	..	..	..	..	King-street.—I cannot give so favourable an account as might be expected from last year's Report. The teaching is very dry and mechanical, spelling imperfect, arithmetic ditto. It is difficult to elicit sensible answers on those subjects upon which the greatest care seems to have been bestowed. Infants: The school is improved since last year, especially in discipline and in reading. The room better adapted for boys than for infants.
28 0					
..	..	..	..	..	Chesterton.—A handsome double school-room; site, half an acre; cost 426*l.* The master was formerly a regimental schoolmaster; he is a good disciplinarian, and I think it probable that he will be a successful teacher. The mistress was absent, owing to illness.
Not returned.	..	about 30 0 M. 20 0 Ms.	8 12 0	58 12 0	
..	..	..	..	..	Comberton.—A lofty and handsome school-room, with good residence for teacher: it appears to be well conducted, but has been very lately opened, and will be reported upon next year.
..	..	8 0 with board & lodging.	..	..	Connington.—This school has suffered from the ill health of the mistress.
..	..	..	..	..	Coveney.—The mistress has taken pains with the children.
..	..	..	..	..	Fen Ditton.—A convenient room, with good gallery; cost 234*l.*, and 60*l.* in addition has been expended by the present incumbent. The children are kept in good order, and are well instructed in elementary and religious subjects, on a mixed system, by a master and mistress.
15 0	30 10	40 0	..	40 0 0	

CAMBRIDGESHIRE—*continued.*

CAMBRIDGESHIRE.	Amount of		Number of Scholars			Reading			Writing		Arithmetic.			INCOME.	
	Grant.	Population of District or Parish.	For whom there is School room.	On the Books of the School.	Present at Examination.	Letters and Monosyllables.	Easy Narration and Portions of Scripture.	Books of General Information.	On Paper.	From Dictation or Memory.	Reduction and Comp. Rules.	Proportion and higher Rules.	Fractions.	Subscriptions, Donations, &c.	Endowment.
Horningsey . .	£40 10	298	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys and Girls	..	..	100	60	43	19	24	..	13	10	6	2	..	32 0	..
Maddingly . .	50	282	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys and Girls	..	..	..	39	28	12	16	..	16	8	8	..	..	23 0	..
Oakington . .	50	619	70	70	..	..	..	..	..	..	..	..	..	..	..
Over . . .	£11 5	1,100	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys. . .	..	..	98	76	51	26	25	5	25	11	5	3	..	35 5	10 0
Girls . .	..	..	98	61	50	21	22	7	19	7					
Sawston . . .	48	992	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys and Girls	..	..	90	61	41	21	20	..	13	..	..	..	..	8 0	..
Shelford (Great)	81	1,295	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys . .	..	..	90	69	47	23	18	6	33	6	2	..	..	49 12	..
Girls . .	..	..	90	45	55	31	24	..	24	14	10	..	..	6 0 work.	
Swaffham Bulbeck.	54	806	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys and Girls	..	..	100	98	79	29	50	..	35	17	4	..	..	29 2	18 12
Swaffham Prior.	0	1,226	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys and Girls	..	..	160	150	110	45	58	7	27	14	9	2	..	20 0	10 0 and 20*l.* from a charity fund.
Swavesy . . .	100	1,273	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys. . .	..	..	120	88	42	24	13	5	14	5	5	3	..	38 9	..
Girls . .	..	..	120	75	54	24	22	8	26	13	10				
Toft and Caldecot, see Caldecot.															
Trumpington .	60	759	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys and Girls and Infants.	..	..	120	110	58	30	28	..	25	15	5	..	..	11 15	18 0

CAMBRIDGESHIRE—*continued.*

INCOME.		EXPENDITURE.				GENERAL OBSERVATIONS ON DISCIPLINE, INSTRUCTION, &c.
School Fees.	TOTAL.	SALARIES. Master, M., Mistress, Ms. Assistant Master, A. M., Assist. Mrs., A. Ms.. and Infant Ms. I. Ms.	Sundries.	TOTAL.		
£	£. s.	£. s.	£. s. d.	£. s. d.		
.. 12 4	.. 44 4	.. 40 0 and house.	.. 3 11 0	.. 43 11 0		Horningsey.—Discipline imperfect, good reading and ciphering.
.. 5 12	.. 28 12	.. 25 0	.. 12 3 0	.. 37 3 0		Maddingly.—A new and very handsome school, with residence for teacher, cost 460*l.* The school appears to be well managed by the mistress, who is an efficient teacher.
..	..	..	..	..		Oakington.—The school is conducted by a master, with assistant, but, owing to the absence of the clergyman, I did not examine the children. School built with grant from the Lords of the Treasury; not in thorough repair.
.. 23 14	.. 68 19	.. 40 0 M. 25 0 Ms.	.. 3 18 0	.. 68 18 0		Over.—Both schools are in excellent order, under the same teacher as last year. The boys read the History of England, and the instruction is efficient in both schools; they sing well.
.. Not returned.	..	.. School fees.	.. 1 0 0	..		Sawston.—The children read imperfectly; they repeat the Church Catechism more distinctly than last year, but are extremely ignorant.
.. 38 19	.. 94 11	.. 74 0 M. Ms.	.. 13 5 0	.. 87 19 0		Shelford (Great).—The boys are very young. The master has a good system of questioning, and has great influence over the children, who read well, and repeat large portions of Scripture with accuracy and intelligence. The same remarks may be applied with justice to the girls' school, which is in a very efficient state.
.. 20 9	.. 68 3	.. 54 9	.. 12 9 0	.. 66 18 0		Swaffham Bulbeck.—Discipline much improved; the children read well, and considerable improvement has taken place of late, both in the extent and the methods of instruction.
.. 35 0	.. 85 0	.. 35 0 and house.	.. 13 15 0	.. 48 15 0		Swaffham Prior.—A large but not substantial building. The school is in perfect order, and the appearance of the children is very pleasing. The instruction in the upper division of the school is highly creditable to the master. Seven or eight are the children of farmers and tradesmen, and pay 4*d.* and 6*d.* weekly.
.. 49 4	.. 88 1	.. 45 0 M. 27 10 Ms.	.. 21 13 0	.. 94 3 0		Swavesy.—The girls' school is very efficiently conducted, they write sensible letters. The boys are intelligent and well taught; they learn geography and music.
.. 23 8	.. 53 4	.. 50 0	.. 4 13 0	.. 54 13 0		Trumpington. — The attendance is generally good; the absences owing to the hay-harvest. A good school, conducted with care and skill, and managed by an active committee and the parochial clergy.

CAMBRIDGESHIRE—*continued.*

—	Amount of		Number of Scholars			Reading			Writing		Arithmetic.			INCOME.	
	Grant.	Population of District or Parish.	For whom there is School room.	On the Books of the School.	Present at Examination.	Letters and Monosyllables.	Easy Narration and Portions of Scripture.	Books of General Information.	On Paper.	From Dictation or Memory.	Reduction and Comp. Rules.	Proportion and higher Rules.	Fractions.	Subscriptions, Donations, &c.	Endowment.
	£													£ s.	£ s.
Wilburton . .	29	..	60	50	..	..	..	..	..	..	..	..	..	..	..
ESSEX.															
Benfleet . . .	120	707	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys and Girls	..	..	100	49	33	19	14	..	2	..	..	..	..	19 10	..
Bocking. . .	87	3437	..	..	..	..	..	..	..	..	..	..	..	..	..
Girls and Infants.	..	..	140	125	101	66	35	..	14	..	..	..	..	The expenses out of a ge education.	
Boxted . . .	55	840	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys and Girls	..	..	160	56	51	20	31	..	16	..	..	..	..	13 0	..
Coggeshall.															
Boys. . .	200	..	180	76	45	20	25	..	16	..	3	..	..	70 10	..
Girls and Infants.	..	..	180	108	88	72	16	..	6						
Colchester.															
St Mary's.															
Girls . .	..	..	76	55	16	39	..	..	..	..	..	..	..	21 6	..
Infants . .	..	..	175	60	56	4									
Earl's Colne. .	0	1385	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys and Girls	..	..	140	111	91	40	41	..	..	10					

CAMBRIDGESHIRE—*continued.*

INCOME.		EXPENDITURE.			GENERAL OBSERVATIONS ON DISCIPLINE, INSTRUCTION, &c.
School Fees.	TOTAL.	SALARIES. Master, M., Mistress, Ms., Assistant Master, A. M., Assist. Mrs., A Ms., and Infant Mrs., I. Ms.	Sundries.	TOTAL.	
£. s.	£. s	£. s.	£. s. d.	£. s. d.	
..	..	..	..	..	Wilburton.—The school was closed, owing to the village feast. These feasts last for many days, and are said to be very detrimental to the morals of the people.
		ESSEX.			
..	..	..	..	..	Benfleet (South).—A handsome school, but the building requires some additions and improvements. The teachers have not been trained, but have taken some pains to instruct the few children present in the elements of instruction.
12 10	32 0	20 0	7 12 0	27 12 0	
..	..	..	..	..	Bocking.—The instruction is chiefly religious; the girls learn large portions of Scripture and the Prayer-Book. They read well and write neatly. The mistress is diligent and well informed, and manages the school with skill. There is a large boys' school, which will be inspected next year.
ke defrayed		40 0			
eral fund for					
..	..	..	..	..	Boxted.—There are two schools, one of which is occupied by a master, without any pupils. In the other room 51 young children are instructed by a mistress in reading the Scriptures; they learn large portions of the Bible by heart, and can repeat many of the Articles. They cannot cipher, and spell very imperfectly. The mass of the population live about a mile and a half from the school.
6 11	19 11	16 0	17 9 0	33 9 0	
27 18	98 8	48 0 M. and house. 20 0 Ms. 13 0 A.Ms.	8 4 0	89 4 0	Coggeshall.—10 boys and 15 girls work half-time at a silk-factory. The instruction quite elementary; no change since last year. The mixed school of girls and infants is in good order, but the instruction is not systematic, and the organization is very incomplete.
12 0	33 6	26 0	7 6 0	33 6 0	Colchester.—The girls school is improved since last year. The order is good; the younger girls have learned to read very well. Excellent religious instruction. The infant-school is conducted by a master and a female assistant. The intelligence of the children is developed with some skill. They do not read well. Funds raised with difficulty.
..	..	..	..	..	Earl's Colne.—In this excellent school, which was described last year, the moral discipline is admirable, reading unusually good, and all subjects adapted to the capacity of young children are taught with care and success. If more attention were paid to arithmetic, this would be in all respects a model for mixed schools of girls and infants.

ESSEX—*continued.*

ESSEX.	Amount of		Number of Scholars			Reading			Writing		Arithmetic.			INCOME.			
	Grant.	Population of District or Parish.	For whom there is School room.	On the Books of the School.	Present at Examination.	Letters and Monosyllables.	Easy Narration and Portions of Scripture.	Books of General Information.	On Paper.	From Dictation or Memory.	Reduction and Comp. Rules.	Proportion and higher Rules.	Fractions.	Subscriptions, Donations, &c.		Endowment.	
	£													£.	s.	£.	s.
Halsted. Trinity Church	120	2,000	..	..	..	..	..	..	..	..	..	..	..	..		..	
Boys and Girls	..	..	200	58	29	20	9	..	9	6	2	..	..	25	0	..	
Hockley . .	60	850	120	36	29	14	15	..	9	..	..	..	..	41	6	..	
Lindsell . .	29	393	150	49	26	..	..	..	..	..	..	..	..	11	0	..	
Maplestead (Great)	0	452	140	89	56	27	29	..	8	11	..	..	..	..		..	
Patswick . .	45	375	85	61	54	34	20	..	12	5	..	..	..	..		..	
Poslingford . .	32	340	60	35	29	9	16	..	5	..	..	..	..	12	0	..	
Saling (Great) .	42	349	..	..	..	..	..	..	..	..	..	..	..	..		..	
Boys . . .	..	..	50	24	22	14	8	..	8	2	2	..	..	30	0	..	
Girls . . .	..	..	50	23	21	12	9	..	6								
Sible Headingham																	
Boys . . .	180	..	200	75	59	19	28	12	34	12	21	8	..	3	0	..	
Girls . . .	..	..	100	42	26	9	17	..	17	5	4						
Springfield. Infants . .	..	..	..	55	35	..	..	..	..	..	..	..	..	18	2	..	

ESSEX—*continued.*

INCOME.		EXPENDITURE.			
School Fees.	TOTAL.	SALARIES. Master, M., Mistress, Ms., Assistant Master, A. M., Assist. Mrs., A. Ms., and Infant Mrs. I. Ms.	Sundries.	TOTAL.	GENERAL OBSERVATIONS ON DISCIPLINE, INSTRUCTION, &c.
£. s.	£. s.	£. s.	£. s. d.	£. s. d.	
..	..	..	..	..	Halsted.—A handsome building. The school is not in a satisfactory state. Singing well taught. The large deficit in funds is supplied by the incumbent, in addition to his large annual subscription.
25 0	50 0	60 0 M. 20 0 Ms.	20 0 0	100 0 0	
11 11	52 17	30 0	16 3 0	46 3 0	Hockley.—A handsome building, too expensive and spacious for the wants of the parish; cost 600*l.* With the exception of penmanship, which is neat, little progress is made in any subject.
5 0	16 0	12 0	2 10 0	15 0 0	Lindsell.—Mistress takes pains with reading. The children are not intelligent.
..	..	..	..	..	Maplestead (Great).—School building handsome and complete, with large playground. Adjoining is a laundry, where the elder girls learn to wash and iron. The children look happy and healthy. The order is good; the reading distinct, and remarkably pleasing in tone. Elementary subjects well taught, and the most sedulous care is bestowed on the religious instruction, both by the teachers and the two ladies who superintend the school.
..	..	..	..	..	Patswick.—No return made of the income of the school, which is maintained principally at the expense of a private family. The children are remarkably neat and clean. Catechism and hymns repeated by a large proportion of the children. The elder girls intelligent; ciphering and spelling very imperfect; work particularly neat.
6 0	18 0	12 0	1 15 0	13 15 0	. . . . .
..	..	..	..	..	Saling (Great).—An expensive school, considering the results. The instruction might be improved, if the master and mistress conducted without monitors. Little progress has been made in any subject.
9 0	39 0	39 0	4 0 0	43 0 0	
28 0	31 0 Deficit paid by the rector.	60 0 M. 45 0 Ms. 2 *s.* a-week P. teach.	16 9 0	121 9 0	Sible Headingham.—The boys' school is in a highly satisfactory state, and the instruction is both comprehensive and practical.
9 17	27 19	23 8	2 17 0	26 5 0	Springfield.—A handsome well-built school. The children are cleanly and well-behaved. The instruction of course elementary. I cannot as yet express an opinion of the efficiency of the young mistress. The regulations are ingenious, and likely to succeed.

ESSEX—*concluded.*

ESSEX.	Amount of		No. of Scholars			Reading			Writing		Arithmetic.			INCOME.	
	Grant.	Population of District or Parish.	For whom there is School room.	On the Books of the School.	Present at Examination.	Letters and Monosyllables.	Easy Narration and Portions of Scripture.	Books of General Information.	On Paper.	From Dictation or Memory.	Reduction and Compound Rules.	Proportion and higher Rules.	Fractions.	Subscriptions, Donations, &c.	Endowment.
	£.													£. s.	£. s.
Stock . . .	90	605	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys . . .	..	..	100	53	46	30	13	3	12	5	..	..	..	61 15	..
Girls . . .	..	..	100	60	53	29	19	5	17	7	2			and 30 0 balance	
Tendring . .	60	925	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys and Girls	..	..	120	62	48	23	25	..	20	12	..	..	..	7 0	..
Wakering (Great)	50	860	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys and Girls	..	..	120	89	22	18	14	..	8	..	..	..	..	46 0	..
Water Belchamp	..	652	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys and Girls	..	..	80	63	48	37	11	..	..	..	..	..	..	13 10	..
Weathersfield .	..	1685	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys . . .	..	..	80	52	32	12	20	..	8	5	7	..	..	14 0	20 13
Girls . . .	..	..	80	40	31	15	16	..	10	..	..	..	..	..	18 0
Wix . . .	65	808	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys and Girls	..	..	80	54	49	22	27	..	8	6	..	..	..	12 10	..
HUNTINGDONSHIRE.															
Abbot's Ripton .	0	344	40	40	37	23	14	..	11	10	6	..	..	..	..
Alconbury . .	..	823	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys and Girls	..	..	100	87	61	36	25	..	12	10	..	..	..	31 8	..
Infants . .	..	..	40	25	25										
Conington . .	0	224	50	45	35	20	15	..	12	10	8	..	..	..	..

ESSEX—*concluded.*

INCOME. School Fees.	INCOME. TOTAL.	EXPENDITURE. SALARIES. Master, M., Mistress, Ms., Assistant Master, A. M., Assist. Mrs., A. Ms., and Infant Mrs., I. Ms.	EXPENDITURE. Sundries.	EXPENDITURE. TOTAL.	GENERAL OBSERVATIONS ON DISCIPLINE, INSTRUCTION, &c.
£. s.	£. s.	£. s.	£ s. d.	£. s. d.	
..	..	..	..	..	Stock.—Handsome schools, cost 380*l.* Apartments for mistress. The boys are instructed with care, but not much system, by an untrained master. Some of the girls are intelligent, and receive a good practical education. The mistress is in bad health.
9 0	100 15	10 0 M. 25 0 Ms	65 19 0	100 19 0	
..	..	..	..	..	Tendring.—An efficient village school, which I have found improved on every visit. Reading accurate and distinct; good writing and spelling. Singing, on Miss Glover's system, very good. The deficiency in the income paid by the rector.
4 13	11 13	30 0	4 13 0	34 13 0	
..	..	..	..	..	Wakering (Great).—A district school for six parishes. Thinness of attendance owing to prevalence of fever. The instruction is elementary, and not much progress has been made. Such a school requires vigorous and efficient efforts to draw and keep the children.
8 0	54 0	40 0	8 10 0	48 10 0	
..	..	..	..	..	Water Belchamp.—The children receive two hours' instruction daily in reading and the Catechism. The rest of the time employed in straw-plaiting and needlework. The trust-deed has not yet been properly executed.
..	..	12 0			
..	..	..	..	..	Weathersfield.—The master has been well trained, and is intelligent, but the school is in bad order, and no improvement is perceptible since last year. The girls' school is in still worse condition; nor do I see any probability of improvement with the present teacher.
6 1 4 6	62 8	42 0 M. 23 0 Ms.	13 3 0	78 3 0	
..	..	..	..	..	Wix.—This school has suffered from repeated change of teachers, but it is carefully superintended by the clergyman, and well supplied with apparatus. The mistress requires training. Funds raised with difficulty.
6 0	18 10	21 0	3 9 0	24 9 0	

HUNTINGDONSHIRE.

..	..	..	..	..	Abbot's Ripton.—A very good village school, conducted by a respectable woman.
..	..	..	..	..	Alconbury.—Great pains are bestowed upon this school, which is in a satisfactory condition.
20 11	51 8	35 0 Ms. 5 0 A.M.	10 17 0	45 17 0	
Supported by J. Heathcote, Esq.				..	Conington.—An excellent school, full of life and good feeling.

HUNTINGDONSHIRE—*concluded.*

HUNTINGDONSHIRE.	Amount of Grant.	Population of District or Parish.	No. of Scholars. For whom there is School room.	No. of Scholars. On the Books of the School.	No. of Scholars. Present at Examination.	Reading. Letters and Monosyllables.	Reading. Easy Narration and Portions of Scripture.	Reading. Books of General Information.	Writing. On Paper.	Writing. From Dictation or Memory.	Arithmetic. Reduction and Compound Rules.	Arithmetic. Proportion and higher Rules.	Arithmetic. Fractions.	INCOME. Subscriptions, Donations, &c.	INCOME. Endowment.
	£.													£. s.	£. s.
Farcet . . .	O	620	25	7	7	7	..	..	..	..	..	..	..	..	..
King's Ripton .	40	229	60	46	28	20	8	..	..	..	..	..	..	9 0	..
Sawtry . . .	57	628	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys . . .	..	..	100	69	44	32	12	..	12	4	..	..	..	49 14	..
Girls . . .	..	..	100	66	50	38	12	..	10	8					
Steeple Gidding	O	110	30	30	30	13	17	..	..	..	..	..	..	..	..
Stukely (Great)	45	374	50	62	32	13	19	..	12	..	..	..	..	10 0	..
Stilton . . .	75	817	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys and Girls	..	..	..	..	35	14	13	8	12	12	10				
Upton . . .	O	178	60	54	48	25	23	..	14	14	12	..	..	..	..
Yaxley . . .	..	1211	70	..	25	15	10	..	..	..	..	..	..	..	..
NORFOLK.															
Aylsham.															
Boys . . .	O	..	..	57	45	15	18	12	40	30	15	..	..	69 10	10 0
Girls . . .	..	..	150	69	54	14	28	12	15	15					
Infants . .	..	..	100	85											
Barnham Broom	£. s.	500	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys and Girls	66 10	..	120	98	69	39	20	10	24	16	18	6	..	..	..
Berg Apton . .	O	540	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys and Girls	..	..	140	126	54	31	16	7	9	7	7	5			No re
Brandon . .	..	2000	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys . . .	..	..	..	56	32	15	17	..	23	10	7	..	..	45 0	..
Girls . . .	..	..	..	46	35	18	17	..	7						

HUNTINGDONSHIRE—*concluded.*

INCOME.		EXPENDITURE.			GENERAL OBSERVATIONS ON DISCIPLINE, INSTRUCTION, &c.
School Fees.	TOTAL.	SALARIES. Master, M., Mistress, Ms., Assistant Master, A. M., Assist. Mrs., A. Ms., and Infant Mrs., I. Ms.	Sundries.	TOTAL.	
£. s.	£. s.	£. s.	£. s. d.	£. s. d.	
..	..	..	..	..	Farcet.—An endowed school, the wretched state of which is but imperfectly represented by the tables.
5 0	14 0	20 0 Ms.	23 0 0	43 0 0	King's Ripton.—A good building; cost 191*l.* 16*s.* It includes residence for mistress and a playground, 40 by 14 feet.
..	..	50 0 Ms. and Ms.	19 11 0	69 11 0	Sawtry.—Both schools are much improved since last year. The boys are now well instructed in elementary subjects.
16 14	66 8				Steeple Gidding.—A neat village-school, conducted by a respectable dame, whose father, husband, son, and grandson are or were parish clerks. The children learn to read with ease, but peculiar accent.
Supported by the Rev. G. Heathcote.				..	
12 0	22 0	20 0 Ms.	17 0 0	37 0 0	Stukely (Great).—The building cost 210*l.*; it is neat and substantial, with residence for mistress, and playground 28 by 24 feet.
..	..	..	..	..	Stilton.—An excellent school, of which a fuller account will be given next year.
Supported by J. Heathcote, Esq.				..	Upton.—A very efficient village-school.
..	..	..	..	..	Yaxley.—This school may become very valuable to the parish under an efficient master.

NORFOLK.

Not returned.	79 0	60 0 with house.	9 2 0	69 2 0	Aylsham.—The school-room is large, but not well arranged; a long low building. The school is conducted with great care. The boys learn geography and grammar, and the children in both schools have a very satisfactory knowledge of Holy Scripture. The singing is very good.
..	..	..	..	..	Barnham Broom.—The total expense to the rector last year was 71*l.* 7*s.* 11*d.* The school is much improved under the present master; penmanship, on Mulhauser's system, is neat and careful; writing from memory and dictation unusually good. Fair progress in geography, grammar, and English history. The religious instruction is practical and comprehensive.
13 4	..	..	..	71 0 0	
..	..	..	..	..	Berg Apton.—The children are very intelligent, and the instruction comprehensive, but the numbers have decreased since last year.
turn.					
..	..	..	..	..	Brandon.—Order good and improving; penmanship neat; the master has taken pains, especially with the religious instruction. The school building not in good repair.
..	45 0	40 0	..	40 0 0	

NORFOLK—*continued*.

NORFOLK.	Amount of		No. of Scholars			Reading			Writing		Arithmetic.			INCOME.	
	Grant.	Population of District or Parish.	For whom there is School room	On the Books of the School.	Present at Examination	Letters and Monosyllables.	Easy Narration and Portions of Scripture.	Books of General Information.	On Paper.	From Dictation or Memory	Reduction and Compound Rules	Proportion and higher Rules	Fractions.	Subscriptions, Donations, &c.	Endowment.
	£.													£. s.	£. s.
Brooke . . .	80	756	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys and Girls	..	..	120	69	65	14	33	18	45	18	3	2	..	64 0	..
Infants . .	..	..	60	84											
Costessy . .	50	1200	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys and Girls	..	..	100	52	47	6	27	14	25	25	14	..	..	35 0	..
Infants . .	..	..		30											
Forncet . . .	0	..	..	..	..	..	..	..	..	..	..	..	..	..	..
St. Peter's and St. Mary's.	..	960													
Boys and Girls	..	..	180	139	128	47	49	32	27	7	11	2	..	No return.	
Hockwold . .	64 10	949	120	100	67	24	33	10	16	14	16	6	2	51 7	..
Norwich.															
St. Lawrence.															
Boys . . .	0	..	120	85	61	29	23	9	25	15	25	3	..	No return.	
Girls . . .	..	..	120	99	77	42	35	..	24	22					
(District school for four parishes.)															
St. Augustine.															
Boys . . .	0	..	120	71	57	25	24	8	16	22	8	8	8	No return.	
Girls . . .	..	..	100	51	44	20	24	..	15	15					
Infants . .	..	..	200	150	132										
Pockthorp . .	82	1600	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys . . .	..	..	180	60	56	32	24	..	13	13	4	..	..	45 0	..
Girls . . .	..	..		35	31	15	7	9	5						
Reedham . .	50	614	80	51	49	24	20	5	11	11	2	..	..	20 0	..
Salehouse . .	60	642	100	86	80	29	37	14	7	7	..	..	..	18 8	..

NORFOLK—*continued.*

INCOME.		EXPENDITURE.			GENERAL OBSERVATIONS ON DISCIPLINE, INSTRUCTION, &c.
School Fees.	TOTAL.	SALARIES. Master, M., Mistress, Ms., Assistant Master, A. M., Assist. Mrs., A. Ms., and Infant Mrs., I. Ms.	Sundries.	TOTAL.	
£. s.	£. s.	£. s.	£. s. d.	£. s. d.	
..	..	..	..	..	Brooke.—Same teachers as last year; the order is improved; the appearance of both boys and girls is very pleasing; they read the History of England, and are instructed with care.
38 18	102 18	40 0 M. 30 0 Ms.	14 14 0	84 14 0	
..	..	..	..	..	Costessy.—An efficient school.
..	..	40 0	3 0 0	43 0 0	
..	..	..	..	..	Forncet.—Two large lofty school-rooms; the girls are older than in most schools; several between twelve and fourteen. The reading is accurate, and shows intelligence. The religious instruction is comprehensive and practical. Music on Hullah's system. The school is carefully managed by one mistress, under the superintendence of the two rectors.
20 4	71 11	50 0 with house and garden.	21 0 0	71 0 0	Hockwold.—The school is in good order; the History of England is read in two classes; the writing from dictation is much improved. Arithmetic taught with remarkable success, and the religious instruction highly satisfactory.
..	..	..	..	..	Norwich, St. Lawrence.—The boys' school much improved under the present zealous and efficient master; but the organization of the school is imperfect, funds are raised with difficulty, and the property is not secured. The girls' school in good order.
..	..	..	..	..	St. Augustine.—Same teachers as last year; girls' school not improved. The boys intelligent. The infant-school conducted with energy and skill. These schools, built by W. Geary, Esq., are superintended by the clergyman of New Catton.
..	..	..	..	..	Pockthorp.—The children are very young. Two factories in the parish. A striking improvement in the manner and appearance of the children; great pains have been taken by the teachers, and the religious instruction is very satisfactory.
18 4	63 4	30 0 M. 17 0 Ms.	10 19 0	57 19 0	
10 0	30 0	30 0	3 0 0	33 0 0	Reedham.—A handsome substantial building, cost 275*l.* A promising school.
12 7	30 15	15 0	19 11 0	34 11 0	Salehouse.—The appearance of the children is very pleasing; they read extremely well, and the religious instruction is sound and practical; there are few parishes where so much good has been effected with such limited means.

NORFOLK—*concluded.*

NORFOLK.	Amount of		No of Scholars			Reading			Writing		Arithmetic.			INCOME	
	Grant.	Population of District or Parish.	For whom there is School room	On the Books of the School.	Present at Examination.	Letters and Monosyllables.	Easy Narration and Portions of Scripture	Books of General Information.	On Paper.	From Dictation or Memory.	Reduction and Compound Rules	Proportion and higher Rules	Fractions	Subscriptions, Donations, &c.	Endowment.
Yarmouth.	£.													£. s.	£. s
Hospital Schools.															
Boys . . .	O	..	220	161	130	52	48	30	80	32	47	20	..	..	..
Girls . . .	..	..	100	78	60	25	19	16	18	10					
Charity Schools.															
Boys . . .	O	..	100	100	100	55	45	O	80	20	6	..	..	..	..
Girls . . .	..	..	100	50	50	10	40	..	36						
SUFFOLK.															
Aldringham .	40	401	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys and Girls	..	..	..	80	58	43	15	..	2	..	..	..	..	30 0	..
Beccles . . .	125	4086	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys . . .	..	..	120	72	56	22	34	..	12	8	5	..	..	..	..
Girls . . .	..	..	120	80	55	28	27	..	12	6	5				
Bucklesham .	..	255	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys and Girls	..	..	50	33	22	13	9	..	3	..	..	..	..	25 0	O
Bungay.															
Boys . . .	181	..	120	69	56	20	20	16	16	14	17	6	..	55 18	11 15
Girls . . .	..	..	120	44	·42	14	12	16	14	14	16				and
Infants . .	..	..	150	103	90	60	30								3 0

NORFOLK—*concluded.*

INCOME.		EXPENDITURE.			
School Fees.	TOTAL.	SALARIES. Master, M., Mistress, Ms., Assistant Master, A.M., Assist. Mrs., A. Ms., and Infant Mrs., I. Ms.	Sundries.	TOTAL.	GENERAL OBSERVATIONS ON DISCIPLINE, INSTRUCTION, &c.
£. s.	£. s.	£. s.	£. s. d.	£. s. d.	
..	..	..	..	..	Yarmouth Hospital Schools.—Boys: 20 boys, under fourteen years old, are clothed and boarded by this charity. 666 have been admitted since 1836. They remain upon an average nearly three years in the school. The elder boys are intelligent, write sensible letters, and have some general information. Girls: The girls read well, and are catechized with great care. Books of general information have been lately introduced.—*N.B.* Various suggestions relating to the organization of these schools were approved at a subsequent meeting of the trustees.
..	..	..	..	..	Yarmouth Charity Schools.—The boys and girls are both clothed. The instruction is confined to elementary subjects. I regret to say the boys' school is not improved. The girls behave extremely well, and a large proportion of them read with ease in the New Testament.

SUFFOLK.

..	..	..	..	..	Aldringham.—This school will probably be the means of improving the population of a wild out-lying district. The building includes apartments for the teacher.
..	..	20 0 M.			
..	..	..	..	..	Beccles.—Boys: Imperfect order. The instruction in the lower classes is unsatisfactory. Too much left to monitors. Girls: The mistress has been lately appointed, with an assistant; she may be expected to have a good school.
..	..	60 0			
..	..	..	..	..	Bucklesham.—A pretty village school, managed by a dame; the children were not in good order, and appeared to learn very little when I visited the school.
5 0	30 0	26 0	2 10	28 10	
56 12	12 7 5	60 0 M.	32 4 0	145 0 0	Bungay.—The attendance is not improved. The boys' school is still conducted with skill and success by the same master of whom favourable mention was made in last year's Report. The girls' school is much improved, especially in reading; the infant-school is remarkable both for the good manners and intelligence of the children. The grant of apparatus is stated by the teachers to have been of great use, impressing quite a new spirit into the school. I regret to observe that the subscriptions fall below the average of the last ten years.
		26 0 Ms.			
		0 16 P. T.			

SUFFOLK—*continued.*

SUFFOLK.	Amount of		No. of Scholars			Reading			Writing		Arithmetic.			INCOME.	
	Grant.	Population of District or Parish.	For whom there is School room	On the Books of the School.	Present at Examination.	Letters and Monosyllables.	Easy Narration and Portions of Scripture.	Books of General Information.	On Paper.	From Dictation or Memory.	Reduction and Compound Rules.	Proportion and higher Rules.	Fractions.	Subscriptions, Donations, &c.	Endowment.
	£.													£. s.	£. s.
Bures . . .	40	1526	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys and Girls	..	..	200	68	55	12	39	4	26	20	..	..	..	24 0	..
Infants . .	50	..	100	100	74	68	6								
Bury St. Edmunds															
Girls . . .	0	..	120	108	91	46	38	7	7	12	..	..	..	Income not	
Boys . . .	..	..	200	173	148	41	91	16	76	49	36				
Infants . .						Not examined.									
Poor Boys' School.	0	..	300	204	178	61	86	31	87	51	51	14	3		
Butley . . .	60	364	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys and Girls	..	..	120	72	61	32	29	..	10	5	..	..	..	21 0	..
Carlton Colville	80	785	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys and Girls	..	..	120	125	70	46	16	8	30	6	..	..	..	38 0	..

SUFFOLK—*continued.*

INCOME.		EXPENDITURE.			GENERAL OBSERVATIONS ON DISCIPLINE, INSTRUCTION, &c.
School Fees.	TOTAL.	SALARIES. Master, M., Mistress, Ms., Assistant Master, A. M., Assist. Mrs., A. Ms., and Infant Mrs., I. Ms.	Sundries.	TOTAL.	
£. s.	£ s.	£. s.	£. s. d.	£. s. d.	
.. 41 6	.. 65 6	.. 18 0 M. 22 16 Ms. 13 0 T. M. 6 5 P. T.	.. 37 19 0	.. 88 0 0	Buies.—The mixed school is improved, especially in reading and writing, since last year. The infants are carefully managed by a young mistress. The infant-school room is too small, and the other room larger than necessary. The schools are maintained with difficulty, the burden falling upon the incumbent.
returned.		70 0 M. 45 0 Ms. 10 0 A. Ms.	27 17 0	152 17 0	Bury St. Edmunds.—Girls: The order is not perfect. Attendance tolerably good, about 9-10ths. The instruction is not satisfactory. Reading is not good; spelling imperfect; arithmetic to Multiplication the same. The religious teaching has, however, been practical, and the girls know and seem to appreciate the duties as well as the privileges of Christians. The mistress is aware of the defects of the school, and hopes in time to remove them. Boys: The school is in excellent order. The instruction is satisfactory in most points. Poor Boys: The school-room is a very handsome and spacious building, 63 × 33 × 30 feet. The room is well arranged with parallel desks for 72 boys; one master, assisted by one pupil teacher and monitors; eight classes. The discipline of this school appears to be admirable. The elder boys read with fluency in the History of England and books of general information. The penmanship beautiful, and the singing unusually sweet and accurate. The boys are well acquainted with the Holy Scriptures; but the proportion of good or moderate readers is not satisfactory, and it is evident that additional teachers are required in order to bring all the parts of the school into an efficient state. The master is an able and zealous man, who possesses the confidence of the boys' parents and of the governors of the school.
.. 14 0	.. 35 0	.. 30 0 Ms.	.. 5 6 0	.. 35 6 0	Butley.—The instruction is elementary, but conducted with spirit by an intelligent and zealous mistress trained at the Home and Colonial School. The effect of this school upon the inhabitants of a wild district is stated to be highly gratifying.
.. 15 0	.. 43 0	.. 40 0 M. and Ms.	.. 2 10 0	.. 42 10 0	Carlton Colville.—The master has been changed. The new master was trained at Lowestoft; and it is to be hoped that he will succeed in giving more instruction to the children, who, at present, are little advanced in any subject.

SUFFOLK—*continued.*

SUFFOLK.	Amount of		No. of Scholars			Reading			Writing		Arithmetic.			INCOME.	
	Grant.	Population of District or Parish.	For whom there is School room.	On the Books of the School.	Present at Examination.	Letters and Monosyllables.	Easy Narration and Portions of Scripture.	Books of General Information.	On Paper.	From Dictation or Memory.	Reduction and Compound Rules.	Proportion and higher Rules.	Fractions.	Subscriptions, Donations, &c.	Endowment.
	£.													£. s	£. s.
Copdock . .	50	299	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys and Girls	..	..	100	117	64	44	16	4	20	5	4	..	..	15 0	..
Debenham . .	70	1667	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys and Girls	..	..	220	103	69	35	34	..	..	..	..	..	..	35 0	..
Ditchingham .	50	1124	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys and Girls	..	..	150	109	94	52	32	10	18	14	8	1	..	17 0	..
Infants . .															
Erwarton . .	27	199	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys and Girls	..	..	50	38	30	18	12	..	7	4	..	..	..		Not
Gazely . . .	..	860	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys and Girls	..	..	70	59	47	20	25	2	7	4	2	..	..	29 0	..
														Ms.	
Gorleston . .	228	3700	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys . . .	..	..	120	80	56	16	35	5	21	10	5	3			
Girls . . .	..	..	120	65	55	24	25	6	16	16					
Infants . .	..	..	150	52	42	42									
Harkstead . .	O	338	..	..	..	..	..	..	..	..	..	..	..	..	..
	..	..	50	41	39	20	17	2	11	..	..	..	..		Not
Henly . . .	42	329	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys and Girls	..	..	80	56	41	28	7	6	10	..	..	..	..	5 0	21 0
Hintlesham . .	23	583	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys and Girls	..	..	100	89	60	15	45	..	9	9	5	1	..		20 0

SUFFOLK—*continued.*

INCOME.		EXPENDITURE.			GENERAL OBSERVATIONS ON DISCIPLINE, INSTRUCTION, &c.
School Fees.	TOTAL.	SALARIES. Master, M., Mistress, Ms., Assistant Master, A. M., Assist. Mrs., A. Ms., and Infant Mrs., I. Ms.	Sundries.	TOTAL.	
£. s.	£. s.	£. s.	£. s. d.	£. s. d.	
.. 18 0	.. 50 0	.. 47 0	.. 3 0 0	.. 50 0 0	Copdock.—The children read distinctly and accurately, and write well on paper and on slates. Their minds require more cultivation. The attendance irregular. In October, when I inspected the school, all the boys above eight years old were employed in the fields.
.. 15 0	.. 50 0	.. 55 0	.. 8 18 0	.. 63 18 0	Debenham.—The schoolmaster has been removed, and the school is now conducted by a mistress, respectable and diligent, but without much system. The building is not in good repair, and the flooring is often flooded. There is no trust-deed. Considerable alterations required to adapt the building for the purposes of a school. There is an endowed school for boys in the parish.
.. 15 16	.. 32 16	.. 37 16	.. 107 0 0	.. 144 16 0	Ditchingham.—An excellent school-room, much improved since last year by parallel desks and other alterations. The instruction is sound and comprehensive, much general information, and great knowledge of the Scriptures. The school is remarkable for the liberal and efficient system upon which it is conducted, chiefly at the expense of the rector.
.. returned.	..	..	..	..	Erwarton.—Children very young, owing to the demand for labour in the fields. The present mistress is likely to conduct the school with success: a young woman trained for a short time in the Home and Colonial School.
.. 12 0	.. 41 0	.. 22 0	.. 8 0 0	.. 30 0 0	Gazely.—The children not recovered from some months' field-labour. The young mistress has taken pains.
..	..	..	..	..	Gorleston.—The discipline is improved in the boys' school; I cannot say so much for the instruction: some boys are intelligent, and have a practical knowledge of the Holy Scriptures. There is no change in the girls' and infants' schools. Registers very imperfect.
.. returned.	..	..	..	..	Harkstead.—A good dame-school. The rector is now building a good school-room.
.. 6 0	.. 32 0	.. 27 0	.. 1 18 0	.. 28 18 0	Henly.—Discipline imperfect; good reading; little progress in other subjects; great pains bestowed upon the religious instruction. The mistress is a respectable dame, who has little idea of systematic teaching; the cane is used with more zeal than discretion.
.. 6 3	.. 26 3	.. 50 0 from various sources.	.. 1 15 0	.. 51 15 0	Hintlesham.—Good elementary instruction, but a want of intellectual culture. A steady master of the old school, assisted by his daughter, who may become a good teacher with proper training.

SUFFOLK—*continued.*

SUFFOLK.	Amount of		No. of Scholars			Reading			Writing		Arithmetic.			INCOME.	
	Grant.	Population of District or Parish.	For whom there is School room.	On the Books of the School.	Present at Examination.	Letters and Monosyllables.	Easy Narration and Portions of Scripture.	Books of General Information.	On Paper.	From Dictation or Memory.	Reduction and Compound Rules.	Proportion and higher Rules.	Fractions.	Subscriptions, Donations, &c.	Endowment.
	£.													£. s	£. s.
Holbrook . .	..	747	..	..	..	..	..	..	..	..	..	..	..	..	..
Girls . . .	0	..	50	30	24	3	14	7	20	7	7	..	..	..	Not
Boys & Infants	..	..	140	120	62	42	20	..	9	6	3				
Hoo and Leatheringham.	40	211	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys and Girls	..	..	80	69	53	32	19	2	16	..	..	..	..	5 0	..
Horningsheath, or Horringer, with Ickworth.															
Boys . . .	0	..	60	49	36	10	13	13	13	13	18	3	..	66 10	..
Girls . . .	..	..	70	72	52	31	16	5	..	5					
Ickworth, *see* Horringer.															
Ipswich.															
St. Clement's .	145	5945	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys . . .	..	..	150	125	106	40	42	24	60	40	8	4	..	0	0
Girls . . .	..	..	100	68	53	25	28	..	14	14					
St. Margaret's .	0	4539	..	..	..	..	..	..	..	..	..	..	..	..	..
Infants . .	..	..	250	183	160	140	20								
St. Matthew's .	0	3150	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys and Girls	..	..	200	152	98	54	34	10	13	8	18	7			

SUFFOLK—*continued.*

INCOME.		EXPENDITURE.			GENERAL OBSERVATIONS ON DISCIPLINE, INSTRUCTION, &c.
School Fees.	TOTAL.	SALARIES. Master, M., Mistress, Ms, Assistant Master, A.M., Assist. Mrs., A. Ms., and Infant Mrs., I. Ms.	Sundries.	TOTAL.	
£. s.	£. s	£. s.	£. s. d.	£. s d.	
.. returned.	..	.. 45 0 M. 24 0 Ms. 0 2 P.T. weekly	..	..	Holbrook.—Boys and infants educated together on a mixed system. School well supplied with apparatus. The master is intelligent and active. Elementary subjects well taught; reading defective. An excellent girls' school. Good reading, spelling, and writing, and a very comprehensive and accurate knowledge of Holy Scripture; books of general information are used. These schools are liberally supported, chiefly at the expense of the rector.
.. 6 12	.. 11 12	.. 10 0	.. 3 5 0	.. 13 5 0	Hoo and Leatheringham.—Little instruction; the mistress not trained, but the school appears to be popular, and to produce good effects.
27 0	93 10	46 0 M. 30 0 Ms.	3 0 0 besides repairs paid by the Marquis of Bristol.	79 0 0	Horringer.—These schools are superintended by the Rev. H. Hasted, and his curate, Lord Arthur Hervey. The girls' school is a neat building, with a residence for the mistress. The girls are in good order, and have been carefully instructed in religious subjects. The mistress was trained at Canterbury. The boys read the History of England well, and have some general information. The children are taught singing by Lord A. Hervey. There is an evening school.
.. 0	.. 0	.. 80 0 M. 40 0 Ms.	.. 16 0 0	.. 136 0 0	St. Clement's.—The schools are maintained by the rector. The order of the girls' school is pleasing; the religious instruction very satisfactory. Boys' school much improved. Parallel desks have been introduced. The penmanship is excellent. Some of the boys are well instructed in all the subjects of a good national school. The religious instruction is excellent. 1204 boys have been admitted since 1823, 100 since April 1845. The master is loved by his pupils: 100 boys, who lately left the school, subscribed for a small piece of plate in token of gratitude.
..	..	..	..	..	St. Margaret's.—The system appears to be good, and the school efficiently conducted by a regularly trained mistress.
..	..	..	..	..	St. Matthew's.—Boys, girls, and infants instructed in one room by master and mistress. The site is hired only. The young master takes pains, and is intelligent.

SUFFOLK—*continued.*

SUFFOLK.	Amount of		No. of Scholars.			Reading			Writing		Arithmetic.			INCOME.	
	Grant.	Population of District or Parish.	For whom there is School room.	On the Books of the School.	Present at Examination.	Letters and Monosyllables.	Easy Narration and Portions of Scripture.	Books of General Information.	On Paper.	From Dictation or Memory.	Reduction and Compound Rules.	Proportion and higher Rules.	Fractions.	Subscriptions, Donations, &c.	Endowment.
	£.													£. s.	£. s.
St. Nicholas .	O	1698	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys . . .	..	..	150	114	74	26	33	15	36	31	5	10	..	63 14	40 0
Trinity.															
Boys . . .	O	..	110	104	90	47	20	23	13	18	15	3	..	35 18	O
Girls . . .	..	..	110	90	80	41	27	12	12	..	10	..	..	20 0 from East Suffolk Diocesan Board.	
Ixworth . . .	50	1060	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys and Girls	..	..	120	63	57	37	12	8	14	4	..	..	..	18 0	7 0
Kesgrave . .	..	Scholars from 3 or 4 parishes		..	..	..	..	..	..	..	..	..	..	..	..
Boys and Girls	..	..	240	185	123	56	53	14	55	34	34	8	4	..	..
Lavenham . .	100	1871													
Boys . . .	..	..	100	62	37	22	15	..	8	..	5	3	..	17 0	53 17
Girls . .	..	..	100	35	29	11	18	..	9						
Infants . .	..	..	..	49	26	26									
Laxfield . .	80	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Infants—Boys and Girls.	..	..	200	114	88	66	22	..	31	..	4	..	..	8 0	20 0

SUFFOLK—*continued.*

INCOME. School Fees.	INCOME. TOTAL.	EXPENDITURE. SALARIES. Master, M., Mistress, Ms., Assistant Master, A. M., Assist. Mrs., A. Ms., and Infant Mrs., I. Ms.	EXPENDITURE. Sundries.	EXPENDITURE. TOTAL.	GENERAL OBSERVATIONS ON DISCIPLINE, INSTRUCTION, &c.
£. s.	£. s.	£. s.	£. s. d.	£. s. d.	
.. 26 18	.. 130 12	.. 70 0 M.	.. 2 18 0	.. 72 18 0	St. Nicholas.—National school, intended to receive scholars from the several parishes in Ipswich. It is well conducted by the present master. The elder boys learn geography; have some information. They are intelligent and attentive; the religious instruction is sound and comprehensive. The girls' school has been closed for want of funds.
34 17	90 15	50 0 M. 25 0 Ms. P. T. 0 2 6 a-week.	..	..	Trinity.—Boys' school in five classes. The elder boys have been taken away owing to the establishment of a large foundry. Order not perfect. Reading indifferent. Good penmanship; fair writing on slates. Some general information, and apparently sound religious teaching. The best girls' school which I have examined in this part of the country—remarkable for good order, for proficiency in all elementary subjects, good writing, spelling, &c., and above all, for knowledge and practical application of Holy Scripture.
.. 9 0	.. 34 0	.. 30 0	.. 4 4 0	.. 34 4 0	Ixworth.—The children are very young, the boys all under eight years. The reading is good in the first class, and constant attention has been paid to the religious instruction. The mistress has not been trained, and has little idea of systematic teaching.
..	..	..	..	..	Kesgrave.—Same teacher and system as last year. The school is somewhat reduced in numbers, but the attendance is now regular. The discipline appears to be improved. The instruction is efficient, comprehensive, and accurate. The elder children are good arithmeticians, write beautifully, and are well grounded in grammar, etymology, geography, and History of England. Their knowledge of Holy Scripture is remarkably exact and extensive. The school is entirely maintained by N. R. Shaw, Esq., and cost 146*l.* last year.
..	..	75 0 M. 32 0 Ms.	.. ..	146 0 0 ..	
..	70 17	25 0 M. 21 0 Ms.	12 14 0	58 14 0	. . .
.. 15 0	.. 43 0	.. 55 0	.. 7 10 0	.. 62 10 0	Laxfield.—This well-arranged and handsome school was built principally at the expense of the Rev. E. Holland, of Benhall. The children are quiet, well-behaved, and intelligent; reading may be improved; they do not write from memory, and do not learn the Church Catechism, but are well acquainted with the history of the Bible.

SUFFOLK—*continued.*

SUFFOLK.	Amount of		No. of Scholars			Reading			Writing		Arithmetic.			INCOME.	
	Grant.	Population of District or Parish.	For whom there is School room.	On the Books of the School.	Present at Examination.	Letters and Monosyllables.	Easy Narration and Portions of Scripture.	Books of General Information.	On Paper.	From Dictation or Memory.	Reduction and Compound Rules.	Proportion and higher Rules.	Fractions.	Subscriptions, Donations, &c.	Endowment.
	£.													£. s.	£. s
Lowestoft . .	..	4647	..	..	..	..	..	..	..	..	..	..	..	..	..
Wilde's Free School, Boys.	O	..	100	59	50	9	25	16	4	25	9	15	3	..	..
Annot's Boys' School.	O	..	140	80	48	25	17	6	12	4	3	..	..	..	..
Girls' National School.	O	..	100	60	49	17	10	22	20	7	7	..	..	..	..
Leavenheath. Boys and Girls	..	..	100	84	17	..	17	..	7	..	..	..	..	14 0	..
Melton . . .	75	980	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys and Girls	..	..	120	78	69	44	21	4	13	5	..	..	..	30 0	4 0
Newton . . .	50	..	..	Visit postponed at the request of the clergyman.											
Pakefield . .	..	495	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys and Girls	O	..	110	100	65	34	30	1	40	..	6	2	..		
Parham . . .	37	514	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys and Girls	..	..	80	77	68	41	16	11	6	6	..	..	..	17 0	..
Poslingford . .	32	343	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys and Girls	..	..	60	29	25	9	16	..	5	..	..	..	..	12 0	..
Preston . . .	48	400	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys and Girls	..	..	80	44	27	15	12	..	4	2	..	..	..	4 0 from the District Board; 13 0 from the Incumbent.	..

SUFFOLK—*continued.*

INCOME.		EXPENDITURE.			GENERAL OBSERVATIONS ON DISCIPLINE, INSTRUCTION, &c.
School Fees.	TOTAL.	SALARIES. Master, M., Mistress, Ms., Assistant Master, A.M., Assist. Mrs., A. Ms., and Infant Mrs., I. Ms.	Sundries.	TOTAL.	
£. s.	£. s.	£. s.	£. s. d.	£. s. d.	
..	..	..	..	..	Lowestoft.—An excellent and highly efficient school. Instruction unusually comprehensive; methods ingenious and successful.
..	146 0	74 0	71 0 0	146 0 0	
	for all the schools at Lowestoft.				
..	..	..	..	..	Annot's School.—This school is conducted with little skill by the master, but is carefully superintended by the clergy.
..	..	..	..	..	Girls' National School.—The elder girls well-informed; the state of the lower classes not satisfactory. Infants equally remarkable for good order and good teaching.
..	14 0	15 0	2 12 0	17 12 0	Leavenheath.—The children, with their mistress, walked to Stoke, a distance of three miles, to be examined. They read with great precision, and answer intelligently on religious subjects. The number given in the table must not be taken as an average for the attendance, which is usually good.
..	..	..	..	..	Melton.—A handsome school, with playground and residence for mistress. The children are orderly and cheerful. The instruction is well conducted. Mistress trained at Norwich. Building cost 50*l.* Great pains taken by rector and committee.
..	..	25 0	3 0 0		
..	..	..	..	..	Pakefield.—School-room large and well lighted, but not in good repair. Discipline very imperfect, and the instruction in all subjects requires the greatest attention; and it may be hoped that the master, who has been lately appointed, will improve the school. Infant School.—The children well instructed on religious subjects and in reading.
..	..	..	..	..	Parham.—A kind, diligent mistress, not trained. Elementary instruction.
7 0	24 0	18 10	5 4 0	23 4 0	
..	..	..	..	..	Poslingford.—Site, 6 rods; room 24 × 16½ × 17 feet. A neat substantial building. Two mistresses, a dame and a young girl: the children cheerful. Great pains have been taken both by teachers and the clergyman's wife.
6 0	18 0	..	1 15 0		
..	..	..	..	..	Preston.—A well-built school-room. It is to be regretted that a deeper interest is not felt in the success of this school by the proprietors and occupiers of land in the parish.
8 0	25 0	20 0	5 0 0	25 0 0	

SUFFOLK—*continued.*

SUFFOLK	Amount of		No of Scholars			Reading			Writing		Arithmetic.			INCOME	
	Grant.	Population of District or Parish.	For whom there is School room.	On the Books of the School	Present at Examination.	Letters and Monosyllables	Easy Narration and Portions of Scripture.	Books of General Information.	On Paper.	From Dictation or Memory	Reduction and Compound Rules	Proportion and higher Rules	Fractions.	Subscriptions, Donations, &c.	Endowment.
	£													£. s.	£. s.
Redgrave . .	90	1342	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys and Girls	..	..	150	104	77	43	30	4	24	4	4	..	..	37 0	..
Southwold . .	66	2000	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys . . .	..	..	220	100	98	40	33	25	37	25	25	4	..	65 0	..
Girls . . .	..	..	..	61	60	38	22	..	22	22	1				
Stoke-by-Nayland	0	1362	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys . . .	..	..	50	42	30	7	19	4	15	8	8	3			
Girls . . .	..	..	..	44	21	..	21	..	10						
Infants . .	..	..	120	58	33	33									
Stonham-Aspal .	71	772	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys and Girls	..	..	120	68	52	41	11	..	11	4	..	..	..	29 0	..
Stowmarket .	75	3136	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys . . .	..	..	400	129	97	48	49	..	..	..	..	..	..	52 0	7 0
Girls . . .	..	..	..	115	79	48	31								
Stratford . .	75	647	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys and Girls	..	..	100	72	41	21	18	2	4	4	2	..	..	38 4	6 0

SUFFOLK—*continued.*

INCOME.		EXPENDITURE.			GENERAL OBSERVATIONS ON DISCIPLINE, INSTRUCTION, &c.
School Fees.	TOTAL.	SALARIES. Master, M., Mistress, Ms., Assistant Master, A. M., Assist. Mrs., A. Ms., and Infant Mrs, I. Ms.	Sundries.	TOTAL.	
£. s.	£. s.	£. s.	£. s. d.	£. s. d.	
..	..	..	..	..	Redgrave.—A well-built double school, with residence for master and mistress, and good playground. The children quiet and attentive; the instruction elementary, but pains taken. The examination of the Church Catechism was very satisfactory. The master and mistress trained at Norwich. The school building cost 383*l.*
20 0	..	50 0	0		
..	..	..	..	..	Southwold.—This school has been conducted during the last year by a master whom I appointed at the request of the committee. Since the school has re-opened, 160 boys and 100 girls have been admitted. They are instructed in two rooms, and in separate classes, by one master and monitors. Excellent order is preserved without any undue severity. The boys read the History of England, learn geography and grammar, are well advanced in reading, and have a satisfactory knowledge of the Scriptures. The master is a conscientious and intelligent man, who has succeeded, under extremely difficult circumstances, in establishing a good school, and in winning the confidence of all parties. The trustees have agreed to suggestions by which the organization of the school is likely to be improved.
28 0	93 0	73 0 M. 7 0 Sempstress. 1 11 Monitor.			
..	..	..	..	..	Stoke by-Nayland.—An inconvenient school-room in a cottage. The boys are intelligent and receive some general information, and appear well instructed by a zealous master. The girls read well; more time than usual given to needlework. I was favourably impressed by the manner and behaviour of the elder girls. The infants appear to be kept in good order by a respectable young teacher.
..	..	..	..	..	Stonham-Aspal.—School building cost 283*l.*; a handsome, well-arranged school-room. The instruction is elementary, but conducted upon a good plan. The mistress is zealous and intelligent. The children answer satisfactorily on religious subjects.
13 0	42 0	30 0 Ms. 7 0 A.Ms. 1 0 Mo.	2 0 0	40 0 0	
..	..	..	..	..	Stowmarket.—Neither of these schools is in a satisfactory condition. The attendance is neither punctual nor regular. The girls are entirely ignorant of most subjects, and not advanced in any. I cannot make a more favourable report of the boys.
5 10	65 0	63 0	20 12 0	83 12 0	
..	..	..	..	..	Stratford.—The younger children read distinctly. The attendance is very irregular, and I cannot report any improvement since last year.
13 13	57 17	40 0	6 19 0	46 19 0	

SUFFOLK—*continued.*

SUFFOLK.	Amount of		No. of Scholars			Reading			Writing		Arithmetic.			INCOME.	
	Grant.	Population of District or Parish.	For whom there is School room.	On the Books of the School.	Present at Examination.	Letters and Monosyllables.	Easy Narration and Portions of Scripture.	Books of General Information.	On Paper.	From Dictation or Memory.	Reduction and Compound Rules.	Proportion and higher Rules.	Fractions.	Subscriptions, Donations, &c.	Endowment.
														£. s.	£. s.
Tattingstone .	54	628	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys and Girls	..	..	50	43	30	15	15	..	7	6	..	..	..	35 0	..
Theberton . .	..	500	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys and Girls	..	..	80	100	79	46	23	10	10	..	..	..	..	7 6	..
Tuddenham. .	30	423	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys and Girls	..	..	50	36	33	21	12	..	6	4	..	..	..	20 0	..
Uggeshal . .	70	500	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys and Girls	..	..	100	73	61	38	14	9	23	9	9	..	..	35 0	..
Wangford . .	70	818	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys and Girls	..	..	120	93	71	34	37	..	17	6	..	..	..	45 10 4 0 from offertory.	
Welnethan Parva	27	206	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys and Girls	..	..	60	40	37	28	9	..	6	4	..	..	..	14 14	..
Weybread . .	100	771	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys and Girls	..	..	150	51	39	21	18	..	15	8	2	..	..	23 13	..
Westleton . .	125	900	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys . . .	..	..	200	54	48	25	15	8	23	11	7	4	..	53 7	..
Girls . . .	..	..	..	58	54	24	30	..	15	6	5				
Wickham-Market	77	1400	..	..	..	..	..	..	..	..	..	..	..	35 11	..
Boys . . .	..	..	80	51	40	22	9	9	9	9	6	3	..	Master	8 0
Girls . . .	..	..	80	49	38	15	23	..	8	8	8			and Mistress receive 17*s.* and 15*s.* a-week, respectively.	

SUFFOLK—*continued.*

INCOME.		EXPENDITURE.			GENERAL OBSERVATIONS ON DISCIPLINE, INSTRUCTION, &c.
School Fees.	TOTAL.	SALARIES. Master, M., Mistress, Ms. Assistant Master, A.M., Assist Mrs., A. Ms., and Infant Mrs, I. Ms.	Sundries.	TOTAL.	
£. s.	£. s.	£. s. d.	£. s. d.	£. s. d.	
.. 7 0 about.	.. 42 0	.. 12 0 about	.. 6 10 0	.. 18 10	Tattingstone.—With the exception of geography, the instruction is quite elementary. Reading taught with some success. Writing is improved. The mistress takes pains, but is deficient in system.
.. 11 0	.. 18 6	.. 27 6	.. 1 15 0	.. 29 1 0	Theberton.—The school is built in the churchyard. The master attends in the morning, the mistress both morning and afternoon. The instruction is conducted with care, but with little system. Catechism well repeated and explained. There is a deficiency of books and apparatus.
.. 5 10	.. 25 10	.. 28 0	.. 3 4 0	.. 31 4 0	Tuddenham.—The children very young, and have learned very little. The school building is in a bad state of repair.
.. 14 0	.. 49 0	.. 41 12 0	.. 7 4 0	.. 48 16 0	Uggeshal.—The children read very well; writing unusually good; and the religious instruction highly satisfactory.
.. 19 12	.. 69 2	.. 65 8 0	.. 3 16 0	.. 69 4 0	Wangford.—The religious instruction is sound and practical, and the master takes pains.
.. 6 4	.. 20 18	.. 15 0	.. 11 11 0	.. 26 11 0	Welnethan Parva.—A neat well-built schoolroom. The children very young, and are instructed in elementary subjects by a respectable woman, who has not had the advantage of training. The children are taken into the fields as soon as they can cry loud enough to frighten the crows.
.. 6 5	.. 29 19	.. 15 0	.. 5 15 0	.. 20 15 0	Weybread.—A very handsome room. There is a striking disproportion between the spacious and expensive building and the number who are likely to attend. The children are young, but read well, and understand the Church Catechism.
.. 17 9	.. 70 16	.. 40 0 M. 25 0 Ms.	.. 5 11 0	.. 70 11 0	Westleton.—These schools are conducted with great care; the boys now learn geography and are intelligent. The religious instruction is good in both schools. The grant for apparatus has produced an excellent effect. Registration not perfect.
.. 17 0	.. 60 12	.. 58 0	.. 12 16 0	.. 70 16 0	Wickham-Market.—A striking improvement has taken place in the boys' school, especially in writing, arithmetic, reading, and the repetition of the Catechism. The girls' school is not improved, except in ciphering. The master is an active young man, trained in a parochial school at Finsbury.

SUFFOLK—*concluded.*

SUFFOLK.	Amount of		No. of Scholars			Reading			Writing		Arithmetic.			INCOME.	
	Grant.	Population of District or Parish.	For whom there is School room.	On the Books of the School.	Present at Examination.	Letters and Monosyllables.	Easy Narration and Portions of Scripture.	Books of General Information.	On Paper.	From Dictation or Memory.	Reduction and Compound Rules.	Proportion and higher Rules.	Fractions.	Subscriptions, Donations, &c.	Endowment.
	£													£. s.	£. s
Wickham Skeith	45	574	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys and Girls	..	..	60	38	33	19	11	..	9	..	..	..	..	Not returned	
Wisset . . .	50	470	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys and Girls	..	..	100	94	94	22	60	12	12	6	3	..	..	4 10	..
Witnesham . .	O	543	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys and Girls	..	..	100	85	66	49	7	10	13	4	..	..	..	..	The
Woolpit . .	60	942	..	..	..	..	..	..	..	..	..	..	..	..	..
Girls and Boys	..	..	70	30	22	6	16	..	16	2	2				
Girls . . .	..	..	70	53	44	13	14	17	15	5	..	..	..	..	..
Infants . .	..	..	30	20	18	15	3	..	..	..	..	..	..	..	..
Wolverstone .	O	..	100	45	39	19	15	5	10	13	..	..	..	Supported by Rev. H. Berners, of Woolverstone Park.	
Wrentham . .	131	1020	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys . . .	..	..	120	36	25	..	18	7	21	19	6	..	..	37 0	..
Girls . . .	..	..	..	16	10	..	10								
Infants . .	..	..	80	80	70	70									
Yoxford. . .	100	1251	..	..	..	..	..	..	..	..	..	..	..	..	..
Boys . . .	..	..	..	90	57	39	8	10	18	10	10	6			
Girls . . .	..	..	160	63	41	22	8	11	..	11					

SUFFOLK—*concluded.*

INCOME.		EXPENDITURE.			GENERAL OBSERVATIONS ON DISCIPLINE, INSTRUCTION, &c.
School Fees.	TOTAL.	SALARIES. Master, M., Mistress, Ms., Assistant Master, A. M., Assist. Mrs., A. Ms. and Infant Mrs., I. Ms.	Sundries.	TOTAL.	
£. s.	£. s.	£. s. d.	£. s. d.	£. s. d.	
..	..	..	..	..	Wickham-Skeith.—A pretty village school, in which a few young children are under the care of a young woman, sent to keep them together until the services of a regular mistress can be secured. The religious instruction is good. The school was kept by the clergyman and his wife for five weeks, and is maintained at his expense.
10 6	14 16	32 10	2 4 0	34 14 0	Wisset.—The school-room is not well ventilated. The children obedient and cheerful, and read the Testament with ease. The methods are peculiar, and not unsuccessful. The clergyman fears that he will not be able to keep this school open, owing to the want of support.
..	..	..	..	..	Witnesham.—A good school, supported by the rector. The teachers would be much benefited by training.
Rector bears the whole expense.					
..	..	..	..	..	Woolpit.—The children read tolerably well, and the penmanship is very good. There seems to be little or no attempt made to cultivate their intelligence. The school has the merits and demerits of a common commercial school.
..	..	..	..	..	2nd School.—The children are very young, the instruction elementary, but pains have been taken with the reading, and the children give pleasing answers to simple and practical questions on religious subjects.
..	..	..	..	..	The organization of these schools might be considerably improved with properly trained teachers.
6 4	..	23 0	1 13 0	24 13 0	Wolverstone.—The manners of the children are good, and the instruction shows both care and skill in the mistress. Some girls read with ease in books of general information.
..	..	..	..	..	Wrentham.—The master and mistress are inefficient, but the children have been admirably taught by a lady who attends the school regularly. The History of England, geography, and grammar, are taught with success. The infant-school tolerably well conducted by a young mistress.
21 12	..	Uncertain	12 18 0		
..	..	..	..	..	Yoxford.—Both schools are in good order; the instruction is elementary, but conducted with great care. Penmanship unusually good; ciphering to the Rule of Three; and good religious instruction. The school is much improved since last year.

GENERAL REPORT on SCHOOLS in the NORTHERN DISTRICT for the Year 1846. By the Rev. FREDERICK WATKINS.

MY LORDS,

ACCORDING to your instructions, I proceed to lay before you a Report on such schools in the Northern District of England as have been visited in my tour of inspection during the present year (1846). They are situated chiefly in the manufacturing districts of Lancashire. In addition to these are some in the southern parts of Yorkshire, and a few also in the northern border of Cheshire. My tour, also—owing to directions received from your Lordships' secretary—extended for a brief period into Wales.

I should here state, that the time devoted to inspection this year has been only eight months: the month of January and the greater part of February were spent in London in preparing the General Report for last year, in visiting several model schools and training colleges in company with all Her Majesty's Inspectors of Schools for England and Scotland, and in attending to other business at the Council Office. Parts of September and October were passed in the allowed vacation of one month; and the month of December, in compliance with a communication received from your Lordships' secretary, was devoted to the preparation of this Report.

The returns, then, of eight months of the year are these:—

I have travelled, on business of school-inspection, 9557 miles.

The whole locomotive expense has been 190*l.* 7*s.* 5½*d.*; giving 4¾*d.* as the average expense per mile, during the eight months. The number of places visited has been—

In Lancashire	181
In Yorkshire	32
In Cheshire	5
In Wales	3
	221

Of these places were—

	Aided by Grants from the Committe of Council.	By Grants from Treasury.		Invited Inspection.
In Lancashire	80	53		42
Yorkshire	20	2		10
Cheshire	3	..		2
Wales	2	..		1
Total	105	55	+	55
		215		
Mistakes		6		
		221		

The six mistakes arose from double entry of schools, or other

confusion of names in the list with which I was furnished at the Council Office.

They were these:—

Foxhill Bank, the same as Busk in Oswaldtwistle.
Kersley, the same as Farnworth (Bolton).
Rumworth, the same as Deane Infants'.
Birch (Manchester), for Birch (Middleton).
Burnley (Parish), for Burnley St. James.
Padiham, for Higham in Padiham.

At the 221 places, there were further 346 daily-schools of the following description:—

	Boys.	Girls.	Infants.	Mixed.	Total.
In Lancashire . .	91	92	49	60	292
Yorkshire . . .	14	14	7	11	46
Cheshire . . .	2	2	1	2	7
Wales . . .	..	..	..	1	1
	107	108	57	74	346

At the eight following places in Lancashire there were no daily schools held in the buildings to which grants had been made:—

Grane in Haslingden.
Stonefold in Haslingden.
Samlesbury.
Walmsley.
Hambleton.
Kirkdale St. Mary's.
Stand.
Lately Common (Leigh).

As at all these places grants of public money were received, on the understanding, if not always with an expressed condition, that daily schools should be held in the buildings thereby erected, it seems important to state the reasons which are given for their short-coming in this respect.

At Walmsley there were no funds for the support of a master and the furniture of a daily school. There was also a considerable debt, arising from additional expenses of the building. By a timely grant from your Lordships' Committee, this debt is now paid off, and fitting apparatus has been procured for a daily school. It was to commence operations within a month from the date of my visit (August 11).

At Grane and Stonefold, both situate in the chapelry of Haslingden, within the extensive parish of Whalley, the same difficulty has been felt of obtaining the requisite stipend for a master of a daily school But, though no doubt such difficulty exists, I am led to think, after many inquiries in both places, that at each of them, by the strenuous efforts of those who are interested in education, daily Church-schools might be established and maintained with some assistance from without. At Stonefold especially, there seemed a strong desire, on the part of some mill-owners, to support a daily school. At Samlesbury, a daily school is held in a building

at some distance from the church, but more conveniently situated than the Sunday school for the greater part of the population. Stand is in much the same circumstances; the children being taught in schools in the centre of the village, and not in the building erected by aid of the public money. At Hambleton, also, the daily school is held in an old building at some distance from the chapel. At Kirkdale (St. Mary's) a few boys (about 20) are taught by a master, on his own account, in the building towards the erection of which your Lordships' Committee made a grant. But this school is not under the control of the clergyman, nor open to inspection. Making due allowance for considerable local difficulties, I must express my regret that two years and a half have passed away since the erection of the building, and that no daily Church-school is yet held in it.

The remaining place (Lately Common), in the Bedford district of the parish of Leigh, has neither a daily nor Sunday school, though few places in Lancashire, considering its position and the character of its inhabitants, require them more urgently. The school-building, originally neat, and well suited for its purpose, is now falling to decay—the fence is much injured—many windows are broken—the floor is covered with brickbats and rubbish. It is, however, only just to the incumbent of the district, and the vicar of the parish, to state, that they have made great exertions towards a better state of things; but having other and more important schools to support, and meeting with no help in this particular locality, they have been compelled to regard its case as hopeless without continued and considerable aid from other sources.

In conclusion, then—With regard to these eight places, it may be fairly said, that at five of them, if there were sufficient funds, daily schools would be established in localities where they are very much needed.

At five other places which I visited in the course of my tour, the school-buildings were yet incomplete; viz. Colne (Waterside), Rochdale (Lower-end), Kippax, Graspenhall, and Farnley (Leeds). To several others I was invited to give advice, or determine about a site for building. Of these were Chatburn, Wakefield (Trinity), and Huncoats.

Of the whole number of places visited which have made full returns, 54 have been inspected for a second, and four for a third time. The following table shows the state of each place as to its numbers, at the two visits in the years 1844 and 1846:—

Name.	1844.			1816.		
	Number on Books.	Number in Average Attendance.	Present.	Number on Books.	Number in Average Attendance.	Present.
Castleford	125	80	82	130	100	73
Knottingley	250	146	121	298	148	192
Milnrow	172	100	104	248	136	144
Wardle	109	65	43	183	102	93
Rochdale	132	120	54	393	305	324
Hull, St. Stephen's	420	300	274	334	163	162
Hull, St. James's	360	270	212	474	356	380
Widness	25	25	23	57	45	39
Maghull	109	97	96	121	100	84
Southport	178	140	100	238	202	138
Wigan, St. George's	133	110	52	80	47	55
Pemberton, Goose Green	40	60	59	136	105	95
Adlington	111	89	94	84	72	62
Chorley, Botany Bay	130	110	80	77	70	82
Walton-le-Dale	334	252	213	421	251	236
Heywood, Heady Hill	90	70	84	115	110	82
Heywood, Mount-street	96	86	74	93	77	63
Heywood, St. James's	235	167	197	263	230	238
Heywood, York-street	120	80	71	102	82	105
Buckhurst	99	60	49	61	34	37
Eccleston, St. Thomas's	350	310	306	320	253	225
Eccleston, Mrs. Greenall's	40	36	34	24	20	20
Rainhill	99	71	83	128	82	91
Padgate	95	80	66	80	65	66
Leigh, Bedford	174	107	173	202	130	116
Haydock	136	110	133	136	90	114
Leigh, National	96	65	122	162	124	121
Astley	231	178	197	223	171	173
Atherton	220	118	117	162	113	124
Farnworth, Bolton	337	283	270	300	230	218
West Houghton	58	48	63	80	54	82
Smithell's Deane	63	40	55	60	38	32
Bolton, Trinity	320	280	265	480	410	329
Wheelton	75	48	38	95	48	41
Middleton	150	140	166	225	190	184
Preston, St. Mary's	280	215	204	367	219	262
Preston, St. Thomas's	438	296	356	505	349	389
Habergham Eaves	250	170	172	250	185	202
Colne, National	174	164	142	419	300	364
Colne, Christ Church	42	39	30	81	61	67
Clitheroe, St. James's	133	73	66	172	90	76
Downham	61	45	43	81	72	47
Read	50	42	62	85	60	50
Whalley	38	32	40	111	80	107
Accrington	80	73	56	67	60	63
Pendleton	41	26	33	40	30	45
Sabden	58	38	71	91	51	60
Marsden	83	55	58	135	94	87
Symonston	27	20	18	28	17	26
Higham	24	20	21	30	24	24
Cabin-lane in Oswaldtwistle	124	90	88	97	62	62
Busk	119	55	67	101	80	85
Hurst Green	76	32	42	46	34	26
Walmersley	140	120	86	198	110	128

From these returns, it appears that at 54 places inspected in these years, there were—

	Number on Books.	Average Attendance.	Present.
In year 1846 . .	9489	6731	6790
,, 1844 . .	7950	5946	5825
Giving	1539	785	965

as the respective increase under each head in the course of two years.

As 50 of these places are in the county of Lancaster, the greater part of the increase may fairly be given to that county; and affords one proof, out of others, that that important part of our country—the great seat of the cotton trade—is no longer desirous of being pre-eminent in Sunday-schools only, but of taking its right place amongst the northern counties in number and improvement of schools for daily education. I may also state here, that of the 50 schools in Lancashire inspected for the second time, 30 appear to be improved in discipline, and 25 have made some progress in the various subjects of instruction. It may indeed be said that there is no great proof of advancement in education if only three-fifths of the Lancashire schools are in a better state of discipline than they were, and one-half only making progress. But in recalling to mind the very many, often unexpected, and frequently considerable hindrances to education which exist, and seem indeed to be yearly increasing in number, in the Northern District, I am rejoiced to observe the modicum of improvement which I have mentioned above.

Of the whole number of 346 schools, visited in the course of this year, 303 have made full returns of the children connected with them. They are these:—

Number on Books.	Average Attendance.	Present at Inspection.
33,441	24,413	23,302

Giving as an average to each school—

111⅓ nearly	80½	77 nearly.

It seems, from a comparison with a similar return made last year from the Northern District, that the proportion between the number of children in average attendance and the whole number on the books is less this year than last, whilst the proportion between the numbers present at inspection and the number in average attendance is greater. This gives, as far as it goes, some slight evidence that the attendance of children at their schools during this year has not been so large, but on the whole more regular—a result that might be expected in the manufacturing districts (especially where there are many short-time children) in times of great depression and stagnation of trade, when the parents in general are less able and willing to pay the school-fee, but have at the same time less occasion to call away their children from the business

of the school for work in the mill or other employment at home. The returns of the numbers at each school, with other particulars about them, will be found in the Appendix.

The number of places visited during this tour of inspection, at which were schools aided by grants from the Lords of Her Majesty's Treasury, previously to the existence of the Committee of Council on Education, is, as I have stated above,—

In Lancashire	53
In Yorkshire	2
	55

Of these

15 have made returns before.
4 have made no returns.
36 have made returns in the subjoined Table.
55

It appears that the

	£.	s.	d.
Amount of grant to 36 places was	6,646	0	0
Or average grant to each	184	12	2½

Whilst

The total cost of schools at 36 places was . .	26,241	2	8
Or the average of each	728	18	4¼

It is obvious that this is a high average. It is owing chiefly to the large schools at Liverpool (several of which are included in the list), the sites of which in some instances have cost above one-third of the whole expense. At Christchurch, for instance, situated in the centre of the town, the site—of about 300 square yards—cost 1348*l.*! At St. Luke's the site was valued at 400*l.*; at Toxteth Park, St. John's, the price was 544*l.* 16*s.*; at St. Bride's, 442*l.* 9*s.* 6*d.* It seems important to mention this circumstance, lest any calculations made on the cost (per child) of school-buildings should lead to error rather than be of any practical benefit.

At 22 of the 36 places, the buildings are of stone; at 14, of bricks—the greater part of them are slated with blue slate. A few of them are handsome and well finished. Among these may be mentioned the infant-school at Chorley, the National Schools at Clitheroe, Crashaw Booth, and Walton-le-Dale, with the Sunday-school at Stand. Several schools in Liverpool, though spacious and substantial, are badly situated and inconveniently arranged. One room in them—generally appropriated to infants—is below the level of the street or road, and is therefore unavoidably dark and cheerless, noisy, and not unfrequently damp. This fault of construction has arisen, no doubt, from a laudable desire of economising and making the most of ground which it is difficult to procure in central situations, and which in the large towns is, as we have noted above, a considerable item of expense. But such

cellar-like rooms are unfit for the purposes of education, and least of all for that of infant-teaching. The little ones require well-lighted and cheerful rooms almost as much as well-skilled and kind teachers.

Of the 36 places on the Treasury list, 16 have only one school-room; 15 have two; 5 have three separate rooms. In very few cases are there any class-rooms attached to the schools. I need not say that this is a great deficiency; and it seems no little sign either of imperfect knowledge or very straitened funds of school-committees, that they have not more frequently and urgently applied themselves to remedy this deficiency. But there is a still greater want, for all educational purposes, at the majority of these schools: at only 5 out of the 36 are there teachers' residences belonging to them and connected with, or adjacent to, the school-buildings. The value of a master's residence is great—not only that the rent which he pays for another house is thereby saved, and his stipend (usually insufficient) is by this means proportionally increased, but the protection afforded by it to the school property is no small consideration in places where there are many ill-disposed and mischievous lads. And the respectability which it adds to the teacher's position, as his appointed and official residence, is well worth the additional expense of its erection.

In 36 places the means of warming the rooms are these:—

By stoves only	14
By fire-places only	14
By stoves and fire-places	6
By hot-water apparatus	2
	36

11 are reported to be insufficiently warmed.

Of these are by stoves	2
,, fire-places	6
,, stoves and fire-places	2
,, hot water	1
	11

This return, as far as it goes—and it is often confirmed by similar statements—seems to assert the superiority of stoves to any other means of warming our schools. They not only give a higher but more equal temperature to the different parts of the room; they are better suited to its constant and thorough ventilation; their expense, on the whole, both of prime cost and working, is less; the danger of accident to the children is almost entirely removed by their use.

Of the comparatively few schools which are warmed by hot-water pipes, hardly any are sufficiently heated. The apparatus is cumbrous, costly, unsightly, and generally produces very little effect in the room. At one school in Lancashire (Shaw, in

Crompton) which I visited this year, apparatus of this kind was fitted round the school at the height of 7 or 8 feet from the ground. It was like a large black snake coiled round the classes. A more unsightly method could hardly be conceived; and it produced very little effect in heating the room. A National school does not seem to be a fit place for such experiments, especially in the factory districts, where the children, accustomed to the high temperature of the mill, require a warm and well-ventilated school-room.

There is, however, no point on which these schools (and indeed the same may be said with less excuse of buildings more recently erected) are more defective than in the very important one of ventilation. Notwithstanding all that has been said, and written, and provided for this object, our National schools are not often well ventilated. Of the 36 schools (in this list) only 4 are reported to be in a good state of ventilation; 22 are returned as tolerable only, and very imperfect in this respect, being ventilated only from the doors and windows, without other means; and 10 others are marked as "bad," having no special means of ventilation, and with few or no windows opening for this purpose. Not many teachers seem aware of the necessity of good ventilation for the health of children assembled in considerable numbers, nor of the important aid which it affords to themselves in maintaining the order and good discipline of their schools. In a close room, where the air is impure and unfit for respiration, the children soon become either sleepy or restless. In either case the work of the school is hindered. Fresh stimulants must be applied in the shape of the cane or the strap; and when this application becomes habitual, it is not easy to say how much the school loses both in tone and progress. I am convinced that many a blow would be spared, and many a task acquired, by the constant circulation of fresh air in the school-room.

The buildings at the 36 places are generally in good condition. Of the whole number

22 are in good repair.
9 are in tolerable state.
5 are in bad repair.

Those which are returned as tolerable are dirty and defective in small things, such as whitewash, bolts, hinges to doors, &c.

The 5 in bad repair are these:—Cabin-End (Oswaldtwistle), where the building seems originally defective, and unable at the south and west sides to keep out the heavy rains to which it is exposed from these quarters. Lower Darwen has apparently no drainage; the room is intolerably damp; the lower part of the west side quite green. It is said that a boy, who lay down on the floor to sleep, lost the use of his limbs in consequence. I consider the rooms unfit, in their present state, for children to remain in

6 hours of the day. At Hambleton, also, the room is very damp; the floor (made of bricks laid, it seems, with sea-sand) is always wet; the whole fabric needs repair. At Pemberton (Goose Green) the master's house, which is in the middle of a good garden, is almost uninhabitable from the state of the roof, walls, and floors; the master does not reside in it. And at Samlesbury the school (used only on Sundays) does not appear to have been substantially erected or well finished; the walls at each end are very damp, as if frequently pervious to the weather. It was built by contract, and only ten years since.

With these exceptions, the buildings at the places which received grants from the Lords of Her Majesty's Treasury are generally neat and substantial. Few of them are provided with playgrounds, and little or no use is made of them, where they exist, for educational purposes. In no single instance is there a garden, or border round the playground which the children might cultivate, and thus acquire a habit as well as a taste for one of the most innocent and lasting enjoyments of the poor man's life. I have further to observe, with regard to these schools on the Treasury list, that of 36 places 3 have never had the school-property duly conveyed to trustees for educational purposes. At 4 others, where deeds have been prepared and executed, they have never been enrolled in Her Majesty's Court of Chancery, and are therefore void; whilst in 8 other places the deeds have either been mislaid, or are in the custody of absentees, or (as in 3 instances) held by the solicitors as security for the payment of their accounts, or have never been duly executed. It seems, therefore, that only 21 out of 36 places are in a satisfactory state on this important point. I must mention again, whilst on this subject, that in auditing the building accounts of these schools I have frequently found all the law expenses (with the exception of fees paid by himself) contributed by the solicitor to the building funds of the school.

Under the head of "Building Accounts," of 36 schools aided by grants from the Lords of Her Majesty's Treasury, it seems that 5 have not been able to give a full statement of them. At 2 of these places, the treasurers were abroad on the day of my visit. At 2 others, the accounts had been lost, owing to the change of incumbents and length of time since the erection of the schools. At the 5th, it seemed that the accounts had been audited some years since, and then destroyed as useless. But at none of these places is there any debt yet remaining due for the erection of the school. Of the 4 other places from which no returns have been received, it appears that at 2 of them the building accounts are so mixed up with those of the church or chapel (in the course of erection at the same time with the school), that they cannot easily be thrown into a separate balance-sheet. At the other 2 places I could obtain

no information as to the cost of the building, or its particulars. The 4 places mentioned here are—

Ainsworth.	Mellor Brook.
Freckleton.	Stand.

There is every reason to believe that the accounts have all been duly settled within a short time from the erection of the schools. In making any calculation as to the relative cost of these buildings, regard must always be had to their particular localities—whether in large town or open country—whether also the site was given or purchased (often) at considerable expense—whether the materials have been contributed—the stone and timber carted by the farmers, free of expense to the school-funds—and other circumstances which considerably increase or diminish the cost of their erection.

The result of the examination of these schools as to their progress and discipline, where such examination has been requested by the clergyman or other trustees, appears in the "General List" of schools which I have visited. The evils to which they are exposed, and the degree of success which they attain, they share much in common with the other schools in the district, with the exception that, having been in general erected at an earlier date, they have in some cases neither the conveniences of arrangement nor other economical advantages which the later schools possess.

It may be well to state, in conclusion, their position with regard to inspection :—

There were at four places no daily schools . . .	4
Closed for local holidays	3
Did not request inspection	5
Desired inspection	24
	36

This return is much in accordance with that of last year, and seems to point out that at two-thirds of those schools which do not necessarily come under the examination of Her Majesty's Inspectors, the clergyman or other managers desire that they should be examined.

Other particulars with regard to these schools—the cost of erection and of maintenance (per child)—appear in the Tables appended to these Reports, in which the schools are arranged alphabetically in the different counties.

TABLE of SCHOOLS aided by GRANTS from the

Name of School.	Date of Visit.	Amount and Date of Grant.		Cost of Erection.	Building Account	Size of Room.	Edifice.
LANCASHIRE.	1846.	£.		£. s. d.		Feet.	
Admarsh	July 3	28	Jan. 24, 1835	58 0 0	Yes	24×15	1 room
Ainsworth	Aug. 1	150	June 13, 1838	..	No	72×25	1 room
Birch (Middleton)	,, 3	75 46	Aug. 13, 1836 Nov. 16, 1836	134 18 3	Yes	54×24 6×12	2 rooms
Bootle-in-Walton	Apr. 27	200	,, 12, 1836	449 18 9	Yes	33×13 33×13	2 rooms
Bury, Peel Street	Aug 7	225	Aug. 28, 1837	295 12 7	Yes	73×36	1 room
Cabin End (Oswaldtwistle)	July 25	120	June 24, 1837	221 10 0½	Yes	60×27	1 room
Chorley, Infants'	,, 6	156	Nov. 21, 1835	460 18 6½	Yes	72×26	1 room
Church Town	..	..	..	..	Account mixed up with that of Crossens.		
Clitheroe, National	Oct. 23	300	Aug. 15, 1840	1,260 12 6	Yes	75×24 each	2 rooms
Crossens	July 7	108	Dec. 5, 1838	530 5 8	Yes	27×24	1 room
Darwen (Over)	,, 21	200	April, 1839	343 9 10	Yes	50×24	2 rooms
Downham	..	..	..	..	..	Return made in 1844.	
Euxton	July 6	126	Dec 27, 1837	350 0 0	No	63×24	2 rooms
Ewood Bridge	Sept. 1	70	Sept. 25, 1839	164 16 7	Yes	45×27	1 room
Freckleton	..	..	..	..	..	..	..
Goodshaw Booth	Oct. 22	234	June 27, 1838	1,655 17 7	Yes	78×36	1 room
Grane-in-Haslingden	..	..	..	..	..	Return made in 1845.	
Harwood, Great	Nov. 10	123	Oct. 13, 1838	391 14 0½	Yes	60×25½	1 room
Hambleton	July 1	40	Nov. 5, 1836	72 10 0	Yes	34×15	1 room
Hay Dock	..	..	..	..	.	Return made in 1844.	
Heywood, St. Luke's	..	..	..	..	..	Return made in 1844.	
Higham	Oct. 22	..	..	..	..	Return made in 1844.	
Liverpool, St. Luke's	Mar. 23	190	July 22, 1838	1,477 0 0	Yes	37·6×24 each	3 rooms
,, Christ Church	,, 25	337	June 29, 1839	3,029 4 9	Yes	46×28 each	3 rooms
,, St. Catherine's	,, 25	200	April 19, 1837	1,027 4 6	Yes	45×25 each	3 rooms
,, Toxteth Park, St. John's.	,, 27	450	Dec. 29, 1838	2,415 6 7	Yes	62×30 each	3 rooms
,, St. Bride's	Apr. 14	625	July 26, 1837	1,850 0 0	No	41·4×30·6 each.	3 rooms
,, Everton, St. Augustine's.	,, 15	300	April 15, 1835	1,058 15 7	Yes	44×31 each	2 rooms
Marsden (Little)	Oct. 12	75	July 28, 1841	290 2 8½	No	..	1 room
Milnrow	..	..	..	..	..	Return made in 1844.	
Mellor Brook	..	..	..	..	..	..	..
Pemberton (Goose Green)	Apr. 29	30	April 5, 1838	105 3 10	Yes	39×22·3 each	2 rooms
Pendleton (Whalley)	.	..	..	..	..	Return made in 1844.	

LORDS of HER MAJESTY'S TREASURY, visited in the Year 1846.

Materials.	Means of Warming.	Ventilation.	Proper Drainage Conveniences.	Enclosed.	Repair.
Stone and blue slate.	1 stove	Bad	2, sufficient: dirty.	Stone walls . .	Good.
Stone, blue slate.	2 fire-places . .	Only from windows.	2, badly arranged.	Stone walls . .	Tolerable.
Brick and blue slate.	1 stove, 1 fire-place.	Only from windows.	2, tolerable . .	Not enclosed .	Tolerable, but dirty.
Brick and blue slate.	1 fire-place, insufficient.	Only from windows.	2, very clean . .	Stone walls . .	Good.
Stone, blue slate.	1 fire-place, 1 stove.	Bad	2, tolerable . .	Open to street .	Tolerable.
Stone, blue slate.	1 stove, 2 fire-places, insufficient.	Tolerable . . .	2, tolerable . .	Open to public road.	Bad.
Stone, blue slate.	2 stoves, sufficient.	Tolerable . . .	2, sufficient . .	Stone walls and iron railing.	Good.
Stone, blue slate.	4 fire-places, sufficient.	Tolerable . . .	2, very small . .	Stone walls . .	Good.
Brick, blue slate.	1 stove	Good	Sufficient . . .	Wooden palings	Good.
Stone, gray slate.	2 stoves. . . .	Bad	2, tolerable . .	Open to street .	Bad.
Stone, blue slate.	2 fire-places, sufficient.	Tolerable . . .	2, very clean . .	Stone walls . .	Good, but dirty.
Stone, gray slate.	1 stove, 1 fire-place, moderate.	Tolerable . . .	2, sufficient . .	No	Good.
. .	. . .	. .	. .	. .	. .
Stone, with blue slate.	1 stove, insufficient.	From windows	2, very filthy . .	Stone walls . .	Moderate.
Stone, with gray slate.	1 stove, 1 fire-place.	From windows	2, tolerable . .	Stone walls . .	Tolerable.
Brick and blue slate.	1 fire-place, bad	Bad	0	With fence . .	Bad.
Brick, blue slate.	1 fire-place, sufficient.	Bad	Tolerable . . .	No	Good.
Brick, faced with stone.	Stoves, sufficient; and fire-place.	Moderate . . .	Tolerable . . .	Railings . . .	Good.
Brick	2 stoves in each	Good	Sufficient, very clean.	Iron railings . .	Good.
Brick, blue slate.	2 fire places in each, good.	Good	Sufficient, very clean.	Iron railings . .	Well kept.
Brick, faced with stone.	1 fire-place in each room.	Only from doors and windows.	Sufficient, very clean.	Iron railings . .	Substantial.
Brick, faced with stone.	Well-warmed with stoves.	Only from windows.	Sufficient, very clean.	Not enclosed. .	Good.
Stone, gray slate.	2 fire-places, insufficient.	Tolerable . . .	2, tolerable . .	Stone wall. . .	Tolerable.
. .	. .	. .	. .	. .	
Brick and flat slate.	2 fire-places in each.	Bad	2, tolerable . .	Not	Bad.

Table of Schools aided by Grants from the Lords of

Name of School.	Date of Visit.	Amount and Date of Grant.		Cost of Erection.	Building Account.	Size of Room.	Edifice.
LANCASHIRE—*continued.*	1846.	£.		£. s. d.		Feet.	
Preston (St. Mary's)	..	..	..	..	..	54×32 each	Return
,, Christ Church . .	June 23	105	Dec. 5, 1835	785 2 0	Yes	65×28 each	2 rooms
Quernmore	Nov. 4	35	Mar. 21, 1838	120 0 0?	No	..	1 room
Radcliffe	Aug. 7	405	July 31, 1839	1,078 5 3	Yes	90×30 10 feet high	2 rooms
Rawtenstall	Oct. 19	200	June 29, 1839	529 5 9	Yes	81×30	1 room
Read (Whalley)	..	..	..	..	..	Return made in 1844.	
Sabden	..	..	..	..	..	Return made in 1844.	
Samlesbury	July 10	120	Oct. 16, 1837	430 0 0	Yes	60×25 12 feet high	2 rooms
Shaw, in Crompton	Aug. 14	200	,, 23, 1839	642 4 4	Yes	84×30 13 feet high	1 room
Skerton	Nov. 5	120	Nov. 4, 1837	558 19 11½	Yes	..	1 room
Small Bridge	June 16	200	Jan. 30, 1839	859 15 11½	Yes	63×36 20 feet high	2 rooms
Southport	..	..	..	..	..	Return made in 1844.	
Stand	..	..	..	..	..	..	..
Stonefield-in-Haslingden . .	Sept. 2	60	Jan. 18, 1837	207 16 8	Yes	40×18 8×8	2 rooms
Symonstone	..	..	..	..	..	Return made in 1844.	
Tottington (Lower)	Aug. 5	90	Feb. 11, 1836	578 10 6	Yes	59×32	1 room
Walton le Dale	..	..	..	..	..	Return made in 1844.	
Walmersley	Aug. 11	200	June 17, 1840	1,094 18 2	Yes	46·6×28 each	2 rooms
Whittle-le Woods	July 27	53	Dec. 20, 1834	400 0 0?	No	27·6×27·6 each.	2 rooms
Wigan, St. Catherine . . .	Apr. 30	450	July 18, 1835	1,323 1 9	Yes	61×47 each	2 rooms
YORKSHIRE.							
Barnby-in-the Marsh . . .	..	..	..	..	..	..	..
Castleford	..	..	..	..	..	..	..

General List.

I now proceed to the general list of schools visited during the year 1846, which contains an account of each school, necessarily brief, but showing, as far as possible in such narrow limits, its chief characteristics and circumstances

Christchurch, 3rd September.—A mixed school of boys and girls, under an intelligent master trained at Battersea, who has only been here 3 months. The school is not popular, in consequence of the misconduct of a late master who left the place in debt. The room and all its appointments are admirable. I am told that the clergyman of the district has never entered the school.

4th September.—Infants: A pleasing infant-school, in a handsome and convenient building, with teacher's residence attached

Her Majesty's Treasury, visited in the Year 1846—*continued.*

Materials.	Means of Warming.	Ventilation.	Proper Drainage Conveniences.	Enclosed.	Repair.
made in 1844.					
Brick, faced with stone.	Good	Good	. .	Not enclosed .	Very neat.
Stone, with blue slate.	1 fire-place, insufficient.	Bad.	1, very small. .	Stone walls . .	Tolerable.
Brick, blue slate.	3 stoves, sufficient	Tolerable . . .	Moderate . . .	Brick walls . .	Good.
Stone, blue slate.	1 stove, tolerable.	Sufficient . . .	2, small. . . .	Stone walls . .	Tolerable.
Stone, blue slate.	2 fire-places . .	Bad.	Very clean . .	Iron railings .	Bad.
Stone, blue slate	Hot water, insufficient.	Tolerable . . .	2, very inconvenient.	Open to street .	Good.
Stone, blue slate.	2 fire-places, insufficient.	Fair	2, in bad repair	In churchyard .	Tolerable.
Stone, blue slate.	1 stove at each end.	Tolerable . . .	2, very small .	Open to street .	Good.
. .	. .	. .	. .	. .	. .
Stone, gray slate.	1 stove	Tolerable . . .	1, tolerable . .	Walls	Good.
Stone, gray slate.	Tolerable, 1 fire-place at each end.	Moderate . . .	2, tolerable . .	Iron railings .	Good.
Stone, gray slate.	2 stoves	Bad.	2, very clean . .	Stone walls . .	Good.
Stone, blue slate.	1 stove in each, sufficient.	Bad.	2, sufficient . .	Stone walls . .	Good.
Brick, blue slate.	2 stoves, sufficient.	Only from windows.	2, tolerable . .	Brick and stone walls, with railings.	Good, but dirty.
. .	. .	. .	. .	. .	. .
. .	. .	. .	. .	. .	. .

to it. The children are making fair progress under a careful teacher. They are very clean and neat. It seems that they are taken away at a very early age, being allowed to enter the National school at 5 years of age.

3rd September.—National: A school of boys and girls in the same room, which is badly ventilated and very close. This school is not under inspection. I was taken into it by one of the trustees. There appeared to be much want of discipline, and of more teachers for the number of children present. No fees are paid.

Mr. Hargreaves: A private school, supported by the Messrs. Hargreaves for the benefit of the children employed in their print-works, under a master trained for 6 months at Chester. A good instance of the irregularity of education for children under

such circumstances. Notwithstanding all the care and earnest attention of the managers, I find that, of 252 children on the books, there are only 60 in average attendance!

Adlington, 8th July.—Boys: Boys in 5 classes, under a master, not trained, making very little progress. Writing bad. Arithmetic very deficient; the tables hardly known. The school has decreased much in numbers, owing (as I am told) to the neighbouring print-works being closed.

Girls: Girls in 5 classes under an untrained mistress; making little progress; several of the children in either school are very young. They are taken away early to the grammar-school, where they are taught gratis.

The school-buildings and teacher's residence are very neat, and in good order.

Admarsh, 3rd July.—A school of boys and girls together, under a master trained for 2 years at Chester, of much intelligence and interest in his work. I had little opportunity of examining the children, as only 8 were present. Their progress is satisfactory. Room ill ventilated. This school is liberally supported by the chief landowner, Mr. W. J. Garnett, who contributes 40*l*. per annum to the master's stipend.

Ainsworth, 12th August.—Mixed school of boys and girls under an untrained mistress, who has laboured earnestly for nearly a year and a half and not received her promised stipend. The children are in general very young, and have made small progress. I could obtain no building accounts, nor could I hear of any trust-deed. The out-buildings are very inconveniently placed.

Ashton-under-Lyne, 12th November.—Boys: In 7 classes, the first of which is called monitors, under an untrained master, assisted by 2 boys, who are rewarded by the clergyman. The attainments of the children are small, and the discipline imperfect. I am told that considerable progress has been made in the last 6 months, owing to the constant attendance and right teaching of the clergyman (Rev. F. Crossland). The master appears to me ignorant of method, and hasty in the use of the cane.

Girls: In 8 (and 9) classes under an untrained mistress, with one regular assistant, in the same room with the boys. Their progress is fair; and discipline better than on the boys' side. The average school-time in these schools is not above ten months. A majority of the children are short-timers.

Infants: A large and very pleasing school of little ones, under an intelligent master and mistress (man and wife), well skilled in infant-teaching. Both the progress and discipline of this school are satisfactory. The room is not sufficiently ventilated.

Astley, 19th May,—Boys: In 9 classes, under a master not regularly trained, who has only been here 2 months. The boys in general dirty and rude. Their progress is small, and knowledge of Holy Scripture very imperfect. The Church Catechism

is learned only once in the week, and very little known. The division of the classes seems to me excessive; the school would be better arranged in 4 classes; the building is convenient. There is a good playground.

Girls: In 7 classes, under an untrained mistress. They are generally clean and tidy; but their progress is little. Reading is careless; and answers are made by foolish guesses. Arithmetic is unintelligently taught. There is much need of an infant-school here.

Atherton, 20th May.—Boys: A boys' school in 5 classes, under a master trained at Chester. The discipline is tolerably good, and there is considerable improvement in other respects since my last visit. The general character of the writing is bad.

Girls and Infants: The girls and infants are in 8 classes, under an untrained mistress. There are too many little ones; the time necessarily given to them is a hindrance to the progress of the older girls. The fence of the school property needs repair.

Baldingstone, 31st August.—A school of boys and girls together, under a kind and painstaking mistress; in an inconvenient room, with no ventilation; the floor being 1 yard below the level of the adjacent road. It belongs to an old endowment of 14*l.* per annum, arising from the rent of 3 houses. The children are making fair progress, are clean, neat, and healthy in appearance; 10 of them are taught free. There is a night-school also for young women twice in the week, at which 36 attend from 8 to 9¼ P.M.

Billinge, 15th June.—Boys: An endowed school not under inspection, which I visited by desire of the Rev. J. Bromilow, the incumbent, to confer with him about the improvement of the property, &c. There is a daily-school of boys and girls together, divided into 6 classes, under an untrained master, and his wife as sewing-mistress. I did not examine the children.

Girls: The girls devote the afternoon to needlework. The building contains 2 tolerable rooms, which are badly ventilated. There is also a teacher's house in a corner of the site, which it is proposed to enlarge. 40*l.* is paid to the master by the trustees of the charity.

Old school: This is a school for boys, next door to the other school, kept by the parish-clerk, in a house which seems to belong to the school property. There are from 45 to 60 boys in a room, 18 × 12 feet, not above 7½ feet high, with no ventilation, and in all respects unsuited for the purposes of education. One boy is learning conic sections.

Bickerstaffe, 12th May.—Boys: The boys' school is in 3 classes, under a master trained at Chelsea, well skilled in his profession, patient, and earnest; the discipline of his school is very pleasing, and its progress satisfactory. The boys read remarkably well, in a low but distinct tone; the Catechism is well explained to them, and arithmetic intelligently taught.

Girls: The girls are in 6 classes, under a mistress trained at Whitelands, who is kind to the children, and devoted to her school; the intelligence of the 1st class is much more developed than that of the others; but the tone of the school is very satisfactory, and its attainments creditable.

Infants: The infants are under a temporary mistress, not trained as an infant-teacher. They are not so clean and orderly as usual in good infant-schools. The buildings, with all their external and internal arrangements, are very handsome and commodious; the site is given and much of the expense defrayed by the Earl of Derby.

Birch (Middleton), 3rd August.—In the lower room is a mixed school of boys and girls, under an untrained and illiterate master, formerly a weaver. The discipline is very lax, and the progress (apparently) small. In the room above is a girls' school, under a young mistress, supported chiefly by a grant from the National Society. No needlework is taught in the mixed school. The girls are orderly and clean; the clergyman's wife pays much attention to them. Rooms badly ventilated.

Birch (Manchester), 22nd May.—This school was visited by mistake for Birch Middleton, both being in the neighbourhood of Manchester. There are good rooms both for boys and girls, the walls of which appeared to me, in passing through, to be damp. I did not examine the children.

Blackburn, St. John, 15th July.—Boys: 5 classes of boys, under a trained master; in a very fair state of discipline and with creditable progress, considering that the school has only been open 15 months. The master questions the children with much intelligence and in an interesting manner. The school seen to disadvantage just after the Midsummer vacation. The rooms are large and light, but want paint and white-washing. Site (value 440*l.*) given by Mr. Feilden.

Girls: There are also 5 classes of girls, under an untrained mistress, who seems deficient in energy. In both schools the Church Catechism is very imperfectly known. There is also great want of punctuality in attendance, which is prejudicial to the right progress of the children.

July 17th.—Infants: The infants are under a trained mistress, with an assistant and 2 girl-teachers, the boys and girls are separate in the afternoon, when the boys write on slates, and girls learn needlework; the discipline is very good, and the progress of the children very satisfactory; they (3 classes) read fairly, and make many intelligent answers to questions in Holy Scripture. The mistress is a clever teacher and good disciplinarian.

Blackburn, Trinity, 14th July.—A mixed school of boys and girls, under an intelligent and active master, trained at Battersea, who has only been here 2 months; in that time much has been done in establishing good discipline; little progress can be ex-

pected yet. Most of the children entered the school very young and ignorant, many not knowing the alphabet. A very beautiful building.

Blackburn, 15th July.—Girls' Charity: Here are 67 girls in 6 classes, under an untrained mistress. The school is not under inspection. I did not examine the children; they are instructed gratis, and clothed completely once a-year; there are 5 trustees of the charity, which dates from the will of W. Layland (1763). Collections are made in support of the charity by sermons in all the churches in Blackburn. In Charity Commissioners' Report the number of girls is stated at 90; there are only 67 at present.

Bolton, June 11th.—Emmanuel: The boys' school has 7 classes under a Scotch master with an assistant. The state of discipline is very fair, considering the circumstances of the school and the district. The progress of the children is tolerable. About one-third of them are short-timers. There is much difference (in attainments) between the 1st and 2nd classes. The room is badly contrived for sound, and the gallery so placed, and in such shape, as to catch all the sound from both divisions. The master has good knowledge of method.

Girls: The girls are in 8 classes, under a temporary mistress with an assistant; not in such good order as the boys, but generally making more intelligent answers in Holy Scripture and the Catechism. There is much need of an infant-school attached to this institution.

August 30th.—Parish-Sunday. I have given elsewhere a more full account of these excellent schools, which have been wisely directed and carefully cherished by the vicar of the parish (Rev. J. Slade) for 29 years, and show good proof of how much may be done in the most unfavourable circumstances by faith, patience, and love.

June 12th.—Trinity: The boys are in 9 classes, under a trained master, without a paid assistant or regular monitors, and average attendance 260!! Their state of discipline and progress are both very fair; but I observe a wide gap between the 2nd and 3rd classes, owing to the insufficient number of competent teachers. About half the school are short-timers. The boys are too much crowded, and the ventilation of the room is imperfect. There should be an infant-school, an assistant master, and 2 good pupil teachers.

Girls: There are 6 classes of girls, under a trained mistress (wife to the master—both are skilful and earnest teachers), without any assistant, and average attendance of 150 children; the girls are more clean than the boys, and their intelligence is more fully developed. The upper class makes a good abstract of a previous lesson. The short-time girls are bad at first; but, after they have been a little time in the school, more anxious to improve than others.

Bootle in Walton, April 27th.—Here are schools of boys and girls, separate, in rooms divided by folding doors, under untrained teachers, who are father and daughter. Many of the children are very young; they are in general clean, neat, and of healthy looks. I did not examine them. The rooms are convenient in size, but imperfectly ventilated. The site (about 1110 square yards) was given by the Earl of Derby.

Briercliffe, October 29th.—The proper name of this school is Burnley-lane Head. It consists of boys and girls mixed, in 6 classes, under an untrained master, formerly a weaver, assembled in lower room of a building formerly a Methodists' chapel: the discipline is fair, the progress of the children but small. This is much like one of the smaller old parish-schools, but is the only educational provision for a large population of poor weavers, where wages at present do not average more than 7*d.* per day. It seems that about one-third of the children in the school are not baptized.

Buckhurst, September 1st.—A mixed school, under an untrained young woman. The children, with an average attendance of 34, are divided into 8 classes! There is little discipline and less progress; many of the children are fit only for an infant-school; hardly one can be said to read with ease. The room is arranged for divine service. The whole of the school-site is not yet enclosed, nor its boundaries marked out.

Burnley, September 7th.—Parish: I visited this school by mistake for St. James's, in the district of which the school to which the grant was made is situate. This is a large and apparently thriving school: the boys and girls are in separate rooms. I only visited the former, in which there is an average attendance of 210 children, in 15 classes, under 1 trained (?) master. By his desire I examined the upper classes generally in Scripture history: their answers are ready and intelligent. The room is badly ventilated.

September 8th.—St. James's: The boys' school is in 5 classes, under a master trained at Chester; in a poor state of discipline, and with little knowledge on any subject. Many of the children are very young; are both unpunctual and irregular in attendance. Many of the upper children have gone away with a late master, dismissed for drunkenness, who has established a school close at hand. The present master seems earnest, but has had little chance of proving himself hitherto.

Girls: The girls are also in 5 classes, at the other end of the room, under an untrained mistress. They are in much the same state as the boys, with less knowledge of arithmetic. The greater part of either school is occupied in learning to read. The school-room is capacious, with a master's residence at one end of it.

Bury, August 6th.—St. Paul's: There are 6 classes of boys, under a master trained at the British and Foreign Model School (Borough Road); in a very imperfect state of discipline—inatten-

tive and talkative. They have made little progress yet in any subject, and are especially deficient in knowledge of the Catechism. The building is neat, but insufficiently ventilated. There are no air-grates, according to the usual plan.

Girls: There are 5 classes of girls, under a partially-trained mistress, who are taught at the other end of the room, without any partition or curtain to deaden the sound. Both the teachers complain much of the confusion caused by this arrangement. The upper class, both in this and the boys' school, reads fairly; but few correct answers are made to simple questions in Holy Scripture.

August 7th.—Peel Street, called generally "Irwell School:" There are a few older girls (short-timers), the remainder nearly infants, under a partially-trained mistress, with a girl-assistant. The children are unquiet—not either clean or tidy in dress; their attainments seem to be few. The fence-walls are in bad repair, and a portion of the site (in front) has not been enclosed. This school is an instance of the difficulty of teaching older children with infants; one or the other must be neglected.

Moorside, August 6th.—This school, and the girls' connected with it, are held in rooms of an old factory; very inconvenient in their arrangements, ill ventilated and badly lighted; but the teachers have triumphed over these difficulties. The boys are in 6 classes, under a master trained at Chester. I examined the upper part of the school in Scripture history, and received very ready and intelligent answers from the majority of them. The singing (in parts) is sweet. The school appears to be very carefully taught. About one-third of the children are short-timers, who are placed in a class by themselves.

Girls: The girls are divided into 5 classes, under a mistress not regularly trained, with one paid monitor. Their progress also is highly satisfactory. These schools are not under inspection. I visited them by desire of the incumbent of the district (Rev. H. Allen), who pays much attention to them.

Busk in Oswaldtwistle, July 20th, October 21st and 30th.—This is called an infant-school, and conducted on the infant system by a clever mistress, trained at Dublin. It is in a fair state of discipline and progress, and increasing constantly in numbers. The gallery and desks are not in good repair. My subsequent visits to this school were in consequence of an error in its nomenclature, and a mistake of the clergyman.

Cabin End in Oswaldtwistle, July 20th.—A mixed school, in 6 classes, under a master trained at the Central School, Westminster; in a very fair condition as to discipline, and, as far as I could judge, as to progress also. I did not examine the children, as the clergyman was absent, and had not expressed his wishes on the subject. The site was given, and a considerable expense in building the school incurred, by Mr. Bulcock, a neighbouring manufacturer. The south and west sides of the school need repair.

Chatburn, November 3rd.—I visited this place at the request of Mr. Dixon Robinson, a landed proprietor, and the incumbent, Rev. R. Ingram, to view a proposed site for a new school. It is well chosen, dry, airy, and otherwise convenient. There is a school in the village, built only a few years since, and in good repair, which it is intended to pull down as inconvenient in situation, and insufficient, on Sundays, for the number of children attending there.

Chorley, July 28th.—National: I visited this school (which is not under inspection) at the desire of the Rev. T. Masters. We were just too late for the morning-school hours. I am told that the children are intelligent, and fond of their school. The number of children under daily instruction in Church-schools here is 750.

July 6th.—Infants: An unfortunate day for my visit to this school, as it is the annual holiday, and procession of all the schools and clubs in the place. The Church children with their teachers number 2200, out of a population of 13,000. The infant-school is conducted by an experienced master, in a handsome and spacious building. The site for this school was given by Mr. Townley Parker.

July 28th.—Botany Bay: This is a mixed school, in 5 classes, under an untrained mistress, who seems a sensible and painstaking person; has not been here quite a year yet. There are too many little children in the school, who mar the discipline and interrupt the progress of the older ones. There is much want of apparatus here. The building is very handsome and substantial.

Church Kirk, October 19th.—This school is not under inspection. I went to it with the incumbent (Rev. J. Birchall), who desired advice respecting furniture and internal arrangements. It is a mixed school, in 6 classes, under a master who has been here only 9 weeks. The room is badly ventilated, and the drainage of the yard is insufficient. Judicious alterations are about to be made in the building.

Church Town, July 7th.—A school on the Treasury-list, which received a grant in conjunction with Crossens, which is in the same district. A boys' room was then built, and repairs were made in the premises. There are daily schools for boys, girls, and infants. At the date of my visit it was the vacation, so that I saw nothing of the interior of the schools.

Clayton-le-Moors, September 10th.—The boys here are in 5 classes, under a master and assistant, both trained at Battersea; in a very creditable state of discipline, with the exception of the junior class, which should be in an infant-school. The general progress of the school is fair, and the character of the instruction intelligent. About one-third of the children are employed in the print-works: their attendance is irregular and interrupted; the ventilation of the room very imperfect.

Girls: The girls are in 6 classes, under a mistress and paid

monitor; the two upper classes receive the greater part of their instruction from the master; the tone of the school much the same as the boys', from which it is separated only by a low partition; the teachers of both schools are well qualified for their posts, and interested in their work. There are too many young children in each of these schools. The drainage of the yards is imperfect.

Clitheroe, October 23rd.—National: A school on the Treasury list; the boys are in 7 classes, under an untrained master, in a wretched state of discipline, owing, I am told, chiefly to a large influx of children from some neighbouring print-works; noisy, rude, and, I should conceive, ignorant. There were only 28 present at prayers, out of an average attendance of 130! The noise was so great that it would have been useless to examine the children.

Girls: In the girls' room (above) there are 5 classes; under 1 untrained mistress; the order here is better than in the room below, but the attendance is very irregular. The children are so unpunctual, that the school business does not commence till half-past 9. The utter inefficiency of monitors (such as they now are) is well shown in these two schools: the great lads do as they please, and the monitor hardly attempts to prevent them.

November 2nd.—St. James's: This is an infant-school, under a mistress not regularly trained, in a very imperfect state of discipline, and not equal in instruction to schools in like circumstances. The children are not so clean as usual in infant-schools; their singing is loud. The so-called monitors have little whips with which they command the attention of their class. There is great want of punctuality here. The mistress, who is very kind to the little ones, seems deficient in energy.

Colne, October 2nd.—National: An important and thriving school. There are boys and girls together in 9 classes, under a master trained at Chester, with his wife as sewing-mistress, and a paid assistant half the day. The discipline of the school is good, though the children are too much crowded in class; and the subjects of instruction are fairly given, with the exception of the Catechism, which appears to have been neglected. The master seems earnest in his duties, and questions the children with much tact: but it is evident that more teachers are needed for so many children. There is a great want of Bibles and Testaments.

Infants: The infants' room is insufficiently ventilated. The children are taught by an untrained mistress and her sister, with a paid assistant for half the day. The appearance of the little ones is pleasing. They are in good order. The amount of instruction is not great, and, it seems to me, mechanically given. The school-buildings are substantial and handsome, with a master's residence attached.

October 28th.—Christ Church: A mixed school—the number

of girls being small, as there is no sewing-mistress—under an untrained master. The children are making fair progress, and are in a tolerable state of discipline. There is much want of punctuality in attendance, so that the prayer or hymn at opening school is omitted, as so few are present. The Catechism is very little known here. Master's stipend made up by grant from National Society.

October 27th.—Waterside: A school yet building, which I visited with the incumbent. It seems badly situated, with no tolerable approach to it, flanked on two sides by poor dwellings and most filthy corners. The state of Colne, in this respect, is hardly credible to those who have not seen the worst parts of the manufacturing districts. The school-building is handsome, with a master's residence at the end.

Crosby, Great, May 21st.—This is a mixed school in 4 classes, under an untrained master, in a pleasing state of discipline, and making fair progress. More instruction in arithmetic is desirable. The building is neat, but not enclosed from the road, on which many carriages, &c. are continually passing.

Crosby, Waterloo, May 21st.—The boys are in 3 classes, under a master not regularly trained, very clean, orderly, and of healthy appearance; but neither punctual nor regular in attendance. Their progress is, on the whole, good. The subjects are intelligently taught. Rather too much time seems to be devoted to spelling, and the writing is more from books than copies.

Girls: The girls are in 3 classes, under an untrained mistress, in the same pleasing state of discipline as the boys, and with the same intelligent character of instruction, with the exception of arithmetic, in which they are not instructed. They learn writing in the boys' school.

Infants: The infants are rather a class than a school, under an assistant teacher. They are not so clean and neat as the other children. All the teachers appear to be interested in their work, and fairly qualified for it. The building is handsome, and well enclosed.

Crossens, July 7th.—A school on the Treasury list, which received a grant together with Church-Town, in the district of which it is situate. There is a mixed school under a trained mistress. The greater part of the children are only fit, in age, for an infant-school, and are taken away in a very short time for agricultural employment. They are necessarily very ignorant, and seem naturally dull. The mistress is intelligent and painstaking.

Darwen, July 21st.—A mixed school, on the Treasury list, in 5 classes, under an old and untrained master, formerly a weaver, who receives only 7*s.* per week for his labour, 3*s.* of which are paid by the incumbent (Rev. J. K. Glazebrook). The room is

intolerably damp and ill-ventilated. There appears to be no drainage. At present the room is unfit for the purpose of education. I did not examine the children.

Deane, August 28th.—Boys: This school is not under inspection. I examined it at the request of Rev. E. Girdlestone, incumbent. The boys are in 4 classes, under a master not regularly trained, in a good state of discipline, and making creditable progress in the different subjects of instruction. The writing and mapping are remarkably good. The master seems earnest in his work. Much care bestowed on it by the incumbent.

Girls and infants: The girls and infants are in 6 classes, in an adjacent building, towards which a grant was made by the Lords of the Treasury. The mistress has not been regularly trained. The children are clean, healthy, and in good order. Their knowledge of Scripture history and Catechism is satisfactory. They seem happy, and attached to their teachers.

Downham, November 3rd.—Here are 4 classes of boys and girls together, under a master trained at the Central School, Westminster, with his wife as sewing-mistress in the afternoon. The discipline of the school is very good, and the subjects of instruction intelligently taught. The children of three upper classes take their books home with them to learn their tasks in the evening. Several of those in the first class have been here 6 years.

Eccleston, April 23rd.—St. Thomas's: The boys are in 4 classes, under an active and energetic master, who has not been trained. The discipline is good. The boys are orderly and attentive to their work. Their general progress is satisfactory, not so much so in knowledge of Holy Scripture as in other subjects. There is a general deficiency of apparatus. The rooms are insufficiently warmed, and the north end of the school is damp. The school-site is not yet enclosed. The master's stipend seems insufficient.

Girls: The girls are in 4 classes, under an untrained mistress. They are in general careless, inattentive, and ignorant, talkative during school-hours, and making little progress in any branch of instruction. The mistress does not appear equal to her place. The number of children has decreased in both these schools. A late mistress has established a girls' school near at hand.

Infants: The infants are under a clever but very young mistress, who has not been regularly trained, but who manages her school very well. The children are clean, orderly in their movements, and intelligent. These schools have suffered a great loss in the death of their kind patron, Mr. P. Greenall, M.P.

October 24th.—Mrs. Greenall's: A school for female servants, of girls between 8 and 15 years of age, in 3 classes, under an untrained mistress, with 1 monitor. The discipline of the school is very good; the manners of the children very pleasing; their progress in the common subjects of instruction is fair. They act, in turn, as servants, washing, cleaning the rooms, dressing the

dinners, &c. 20 girls are taught and clothed at Mrs. P. Greenall's expense. This lady is now no more.

Euxton, July 6th.—A school, on the Treasury list, of girls and boys together, under a master, with a sewing-mistress in the afternoon. My visit happened to be during the vacation. I did not see the trust-deed nor building accounts. The children taught here belong properly to the adjacent endowed school, which is now used as the master's residence. The building is neat and in good repair, but dirty.

Ewood Bridge, September 1st.—A Treasury school in 4 (or 5) classes, under an old man, untrained, and with (apparently) little knowledge of his profession. About half the children are short-timers. There is little discipline and very small progress. A few children in the first class read the Testament. No arithmetic is taught. The building is neat and in good repair, and fitted for a considerable school. At present the average attendance is only 20.

Farnworth (*Bolton*), June 9th.—The boys are in 10 classes, under an able master, with one paid assistant (4 classes would seem a better arrangement), in good order, and attentive to their work. The progress made in the upper classes is very fair. In arithmetic they are not ready, but generally correct. The lower classes have not made proportionate progress. Abstracts of previous lessons are fairly done by the senior boys.

Girls: The girls are in 7 classes, under a mistress, wife of the master, and, like him, a highly qualified and careful teacher. The state of discipline and progress is fully equal to that of the boys' school. The reading remarkably good, and much attention paid to needlework. These schools are carefully tended by the incumbent, Rev. W. Burns.

Infants: The infants are in 3 divisions (each one of boys and girls), not equal in appearance to the other children. The mistress, who appears skilful and intelligent, has only been a short time. Their progress is small at present. I have specially reported the disrepair of these schools; there are large cracks in several places, arising, it is said, from settlements caused by coal-workings beneath.

Farnworth (*Warrington*), May 11th.—There are 4 classes of boys, under an active master, trained at Chester, who has only been 3 months at his post. The children are not well disciplined yet, though much improvement is, I am told, visible in this respect; nor is their progress yet remarkable. The writing is generally good.

Girls: The girls' school is divided into 6 classes, under a mistress who has not been trained, and seems more suited for an infant-school. The girls are behind the boys both in discipline and acquirements, and appear to be mechanically taught. Great difficulty has been experienced by the clergyman (Rev. W. Jeff) in

supporting these schools. He has laboured diligently in their behalf.

Foxhill Bank, October 21st.—I found this to be another and previous name for a school called Busk in Oswaldtwistle, which I had visited at an earlier period this year. There seems to be no good reason for this change of name, as the school is not in the parochial district of Oswaldtwistle, but of Church Kirk.

Freckleton, June 18th.—A school on the Treasury list, with boys and girls taught in the same room, but at separate ends of it, by an untrained master and mistress. They were not in school at the hour of my visit. The clergyman was also absent at the time. The building is neat and in good repair, but very damp. It contains a mistress's residence with two rooms, which are also damp. The school-room is insufficiently warmed. I saw neither the trust-deed nor building accounts.

Garstang, July 2nd.—Boys: A school not under inspection. I visited it by desire of the incumbent. It is built on the waste by the roadside, is much out of repair, and is at present closed, in consequence of the small number of boys attending it. The bailiff and corporation of Garstang are the trustees, and pay 10*l.* per annum to the master. There are two good-sized rooms in it, and a small yard attached to it in a most filthy state. The school has fallen into disrepute in consequence of two or three immoral or inefficient masters.

2nd July, 9th November.—National: This school, called "girls' and infants' school," consists of boys and girls in 8 classes, under 1 mistress not regularly trained, but with considerable skill in teaching and very pleasing manner. The children are clean, orderly, and attentive; their progress is very fair; more arithmetic is desirable. Many of them are very young, and came to the school utterly ignorant; the children of the clergyman (Rev. W. Armstead) attend the school regularly, and take their places in the class; there are 2 pupil teachers, who are not paid, but receive their instruction gratis. It would be a great improvement if the front of this school were enclosed from the turnpike-road.

Goodshaw, Booth, 11th November.—An important school, composed chiefly of children employed in the print-works. The boys are in 6 classes, under an intelligent master, not regularly trained; in a fair state of discipline considering the circumstances of the children; making moderate progress. Perhaps more cannot fairly be expected. Of 309 boys on the class-lists, only 66 were in attendance at examination! Sometimes children are of necessity employed as monitors "who do not know the alphabet rightly."

Girls: The girls are in 6 classes, on the opposite side of same room, under the master's wife, not regularly trained. Their condition is much the same as that of the boys; they are generally clean, and strikingly neat for their circumstances; their progress

is also moderate; the same hindrances operating against them. I have not seen the trust-deed of these schools. The building is handsome; the room, which is spacious, is moderately ventilated and insufficiently warmed.

Grane, in Haslingden, 2nd September.—I have again to report this building as unoccupied as a daily-school. The floor and north wall of the class-room are in bad repair, and very damp. There seems sufficient population to support a tolerable school; about 90 children attend on Sundays, when they are taught to write, as well as other subjects. This is very unusual in a Church school.

Habingham, 20th October.—All Saints: The boys are in 4 classes, under a master trained at Battersea; in a good state of discipline; too much crowded in the reading-classes; their progress is fair; few of them are perfect in the Catechism; and the writing, though neat, is generally too small; they appear to be intelligently taught; the master gives an interesting Bible-lesson. The ventilation of the room is very imperfect, and the noise from the two schools inconvenient to each.

Girls: The girls (some boys mixed with them in the 2nd and 3rd classes) are in 4 classes, under a kind and well-qualified mistress, at the other end of the room, separated from the boys' school by a curtain only; their appearance and order are pleasing, and in some respects (abstract of a lesson, &c.) their progress more marked than that of the boys; the room is too small for the number of children on their present arrangement. Much attention is paid to needlework.

Infants: The infants are in a separate part of the building, under a mistress trained at Glasgow, well skilled in her profession, and pleasing in her management of the little ones; they are in good order, and appear to be happy in their school; there is more progress in writing and needlework than is usual with infants. The ventilation of the room is insufficient, and the doors are badly placed.

Habingham Eaves, 8th September.—There are 5 classes of boys, under an untrained master, in a tolerable state of discipline, with exceptions amongst the younger children—making fair progress in the common subjects; all seem to be intelligently taught; the master is earnest, but wanting in method. The ventilation of the room very imperfect; this might be easily remedied. There is also great want of reading and spelling-books. "Bibles are not used, because there are none."

Girls: The girls are in 6 classes, under an untrained mistress, in the same room with the boys, separated by a low wooden partition; their discipline is moderate; many are very inattentive in class, and talkative, and their progress in all subjects of instruction small. Great hindrance to both schools caused by the print-work children, who come in when they please, are called out at

any time, and stay away 3 or 4 days; the number in attendance is varying continually.

Harwood, Great, 10th November.—A school on the Treasury-list of boys and girls mixed, in 4 classes, under a mistress partially trained; the state of discipline is only moderate; there is much want of punctuality and attention to the business of the school. The progress I should conceive is not great, from the answers made to questions asked by the mistress. I did not examine them. It is almost an infant-school. Repairs are needed in the roof of the building, which is neat and spacious.

Harwood, Butts.—This school is not under inspection. I visited it by desire of the Rev. R. Dobson, the incumbent; there are 8 classes of boys and girls mixed, under an untrained master, in a tolerably sized but irregular room; the building is not enclosed. There are few girls here, as there is no sewing-mistress. It is a parish school, where 36 children are taught free of expense; there is not much appearance of method nor of advanced progress in it.

Hambleton, 1st July.—On the Treasury-list. No daily school is held in the building towards which the grant was made. It is plain, and in bad repair; the floor, made of bricks laid with sea-sand, is very damp; the ventilation of the room is very bad, and it is insufficiently warmed by two small stoves; there is a Sunday-school held in it of 40 to 50 children. There are no out-buildings belonging to the premises.

Old School: This is a township school, with mud walls and thatched roof, in bad repair, and not likely to stand long; it is not enclosed, but stands by the side of the road; there is a daily school of boys and girls together, under a very intelligent master, said to be a good mathematician. The fees are much higher than is usual, being 4*s.*, 6*s.*, 10*s*, and 15*s.* per quarter.

Haydock, 18th March.—Boys and girls in separate classes (7 of each), but in the same room and the same end of it, under an untrained mistress, aided by her two daughters; the children are quiet, clean, and neat; without much regularity in class or movement; the instruction is very small; seems almost entirely given by rote; not a question is answered beyond those out of the book; much attention is given to needlework; the boys are with few exceptions very young, all the older ones being employed in the coal-pits; the 1st class of girls average nearly 4 years in the school.

Heywood, Heady Hill, 21st August.—A school of boys and girls in the same room, but in separate classes, under an untrained master with sewing-mistress; in a very imperfect state of discipline, as several, of the younger children especially, are continually talking and playing; the instruction given is very small; a few children read well, and write a fair hand; some of them practise ornamental writing; but only 3 children answer (even) simple questions in Holy Scriptures, or any other subject; the Catechism

is not taught at all in the school, as the majority are children of Dissenters, who object to it.

Girls: There are 4 classes of each sex. The school site is not enclosed; the turf-bank, which formerly surrounded it, has been carried away by degrees, and the school property is injured in many ways; several of the windows are broken. The privies are most inconveniently situated, and offensive in the school-room during summer.

19th August.—St. Luke's: The boys and girls here are mixed in 4 classes, under an untrained master, with a sewing-mistress (in the morning!); in a tolerable state of discipline and progress. The master has been only 3 months at his post; was previously a lecturer at the Mechanics' Institute. There is much want of repair in the floor and desks; three of the windows open into a crowded churchyard, the surface of which is 2 feet above the floor of the class-room!

Mount-street: Here the boys and girls are together in 5 classes, under an untrained master, with his wife as mistress, the lowest class being almost infants; they are clean, and tolerably attentive, making on the whole fair progress; the Catechism is imperfectly learned, and evidently not understood; the master's house and whole front of the school are very damp, partly from insufficient drainage, and partly from the badness of the bricks of which they are built, through which the rain soaks in stormy weather.

20th August.—St. James's: This is almost entirely a factory school; the boys and girls are in separate classes (3 of each) in the same room, under an intelligent and pains-taking master; the classes are very large; the children are in a fair state of discipline, decorous during prayers, and generally well conducted; their progress is pretty good; they are deficient in arithmetic. All but 7 are short-timers; the master is a good disciplinarian, but ought to have assistance in teaching his school.

Infants: The infants are in a room below, well fitted up for them, under a mistress who teaches them with kindness and intelligence; their number is not at all so great as it should be; their condition is on the whole satisfactory. 4*l.* per annum is paid for the rent of a very small playground. A small attendance at both schools to-day in consequence of the Rochdale races; on account of which, 6 out of the 10 mills which supply the school are not at work!

Higham, 22nd October.—Boys: A mixed school of boys and girls in 6 classes, under an untrained master, who was brought up, and is still out of school-hours, a weaver. In the 6 classes are not above 25 children! They are quiet, but not attentive to their work, making little progress in any subject; there is only 1 child 10 years of age; 1 boy of 8 years old came in late, because he had been kept at home to nurse the baby!

Hurst-green, 24th July.—Boys: The boys' school in 3 classes,

under an untrained master, generally dull and sheepish; making small progress; only 1 boy answered easy questions in Holy Scripture. The master is a respectable man, of no great attainments.

Girls: The girls are in 4 classes, under a mistress who entered upon her duties at the age of 15, and would make a good teacher after instruction at a training-school; the room is damp, and ventilation very imperfect.

Huncoats, 21st October.—A hamlet in the district of Church Kirk, where I went at the request of the incumbent (Rev. J. Birchall), to fix with him on a convenient site for a school. One is chosen on the brow of a low hill with a western aspect, a good fall of ground from it, and convenient access to it. The place is very old, and its inhabitants are ignorant and uncivilized.

Kersley, 30th July.—I visited this school on the Treasury-list; and found that it is the same as that called Farnworth, near Bolton-le-Moors, on the list of the Committee of Council. I again inspected the boys' school-room, especially as to its state of disrepair; the eastern wall is from 4 to 5 inches out of the perpendicular. It is to be viewed immediately by a builder, who is to report upon it.

Lancaster, 5th November.—National: This school is not under inspection. I visited it with one of the clergymen of the place. There are 7 classes of boys, under an untrained but experienced master, with 1 paid assistant, in a spacious, but badly-shaped room; there are 30 charity-boys in blue dresses, who receive 5 guineas when they leave the school. I did not examine the children. A musical band is formed out of the boys of the school, and said to be very good.

Leigh, Bedford, 18th May.—The boys and girls are mixed in 4 classes, under a temporary master, with one paid monitor; the children are in general dirty and dull, making only moderate progress in their studies; their writing is rather good; the Bible is not read as a class-book; the parents are very troublesome, coming into the school at times and abusing the master, and then taking their children away.

Infants: The infants are under a mistress, trained at Warrington; they are not yet in good order, nor attentive; their singing is plainly heard in the juvenile-school, and is a hindrance to quiet teaching. Many children use very bad language.

May 18.—Lately Common: This school is not used either for Sunday or daily teaching. The fences are broken down in many places; the building itself falling into disrepair; the windows are broken; the floor covered with fragments of bricks and rubbish, which have been thrown in by mischievous people. I found, at the time of my visit, a number of boys with a ladder against the roof, taking the sparrows' nests—the only signs of life in the place. The adjacent hamlet is inhabited by a notoriously ignorant and

demoralized population, with no means of education for their children.

May 1.—National: The boys and girls here are mixed when in class, but at separate ends of the room when seated; in 5 classes, under a master trained at Chichester. The order and arrangements of the school are remarkably good. The discipline is firm and kind; the general progress of the school is very fair; and the lessons, for the most part, intelligently given; the Catechism is well said, and apparently understood by the children; the present master has been only 2 months; the clergyman only gives the religious instruction; the singing in parts is very pleasing.

Infants: The infants are under a young mistress, not regularly trained, but brought up here, who teaches them with earnestness and intelligence. Her school is in good order, and fair progress is made in the common subjects of infant instruction. The school buildings are handsome, well arranged; the playground, with its garden border, very neatly kept. Great attention is paid to these schools by the vicar (Rev. J. Irvine).

Leyland, July 9.—A daily infant-school, under a mistress trained at the Home and Colonial Institution, Gray's Inn-lane. At the time of my visit she was absent, it being the midsummer vacation. The building is substantial and handsome, not enclosed from the street, and the rooms not well ventilated. I did not see the trust-deed of this school. There is a large Sunday-school held in these rooms.

Liverpool, April 17.—St. Luke's: These schools are on the Treasury list. The incumbents (Revds. C. W. Lawrence and W. Mullineux) desired inspection. The boys are in 5 classes, under a master trained at Chester; in a very fair state of discipline; generally clean, but not, for the most part, healthy in appearance. They are making fair progress in all their subjects, which seem intelligently taught. The ventilation of the rooms is imperfect, and the situation of the school, with a noisy street on one side and a saw-mill on the other, is inconvenient.

Girls: The girls are in 4 classes, under a trained mistress, who has been only a short time here, but promises well as a teacher. Her school is in good order; the children are cheerful, and tolerably attentive to their work; their progress is not equal to that of the boys; there is a deficiency, as in most girls' schools, of arithmetic; the attendance, owing to a very wet morning, was not of the average number.

Infants: The infants are under a kind mistress with a fair knowledge of methods; they are carefully taught, and the school is generally in a satisfactory state; the room is very ill suited to its purpose, being, like several others in Liverpool, below the level of the street, exposed to the gaze of the passers-by, and disturbed by every noise in the street. It is badly lighted and imperfectly ventilated.

March 24th.—St. Barnabas: These important schools have been open only 8 months, and the attendance to-day was of 620 children. The boys are in 6 classes, under a trained master, with one assistant (the 2 lower classes are in 2 divisions each), in 2 rooms; in a very good state of discipline, considering the circumstances of the children, the time during which the schools have been open, and the (too) crowded state of the rooms. Their progress is very fair in many points; there is a deficiency and want of intelligence in arithmetic; the master appears to be a sensible man, and much interested in his school; ought to have other and more experienced assistants.

April 9th.—Girls: The girls are in 7 classes, the upper ones being very large—of 45 and 50 children, under an experienced mistress, with two assistants; their room is still more crowded than the boys', but the state of discipline is good, their appearance in neatness and cleanliness very pleasing; they are making fair progress in the upper classes, but slow and not very correct in arithmetic. The reading of the lower classes is on an unusual but apparently successful plan. There are three young women in training here.

Infants: The infants are in two rooms on the ground floor, not well lighted nor of convenient shape, under a mistress with two assistants. They are generally intelligent and orderly, and healthy in appearance, though coming from one of the worst and most densely inhabited districts of the town. The stipend of the mistress seems insufficient for so important a charge. The schools are carefully attended by the incumbent (Rev. F. Nolan), and much pains taken for their right establishment by his churchwardens.

April 7th.—Christ Church: A school on the Treasury list; the incumbent (Rev. Fielding Oulde) desired inspection. The boys are in 8 classes, under a master trained at Westminster, of much experience and good attainments; in a good state as to discipline, though the classes are too much crowded, and the room singularly inconvenient, below the level of the street, dark, and badly arranged. The progress of the first class is good in all their subjects; there seems a considerable interval between it and the next class. Several masters in training, who are of questionable advantage to the progress of a school; the ventilation of the room is very imperfect; a great want of good apparatus.

April 16th.—Girls: The girls are in 12 classes (an unnecessary number), under a mistress not regularly trained, who has been only ten months; the discipline of this school not equal to that of the boys; much tittering and laughing; the upper classes seem to be intelligently taught; an abstract of a lesson better done by them than in the boys' school. Some mistresses in training, who are hardly enough under the control of the schoolmistress, and not always punctual and regular in attendance.

May 5.—Infants: A large infant-school under a mistress trained

at the Home and Colonial Institution, with one assistant and two or three mistresses in training; nine children only moderately clean and neat (this is generally the case in the afternoon at infant-schools). They are rather noisy; their progress is tolerable. The gallery seems badly placed, just opposite the windows, which are all on one side of the room, and make it almost insufferably hot, with the afternoon's sun upon them. The manner of the mistress to the little ones is very kind and pleasing.

March 25th.—St. Catharine's: A school on the Treasury list; the clergyman (Rev. J. North) did not request examination of the children; the building is substantial and well situated; there is a boys' school, in 4 classes, under one master; a girls' school, in 5 classes, under one mistress; and an infant-school under a kind elderly mistress, who told me that she had several grandchildren in the school—*i. e.* "the children of those whom she has brought up there." Her school appeared to be in a very satisfactory state.

April 6th.—St. Martin's Commercial: An upper school, intended for the commercial education of the middle classes, taught apart from the National school; it has been only open a short time; there are two classes of boys, under a master trained at St. Mark's, Chelsea, in very good order, and with pleasing and respectful manners. Their progress is not yet great, but a good foundation is laying for it; they were very ignorant in general when they entered the school, and have only yet averaged one month in it; a few are learning Latin; I merely asked them a few questions in this subject; the master appears devoted to his work, and well prepared for it. The fees for this school are only 1*s.* and 1*s.* 6*d.* per week; it promises to be a valuable institution.

March 26th.—Girls: There are also 2 classes of girls in a school of the same character, under a mistress trained at Central School, Westminster, of good manners and superior attainments; they are in a very pleasing state of order, with good arrangements, and making satisfactory progress under intelligent teaching; their writing is remarkably good, singing and chanting correct; much attention paid to different kinds of needlework.

Boys' National: The boys of this school are in 6 classes, under a master trained at St. Mark's, Chelsea, with one assistant; the discipline is healthy; the lads are quiet and well conducted; their progress is tolerable; the school has been open only 8 months; the writing remarkably good, but there is a deficiency of arithmetic; the room requires further ventilation on the present principle; cornice, in old English characters, "My duty towards my neighbour," &c.

Girls' National: The girls are in 5 classes, under a trained mistress, with assistant, in the same creditable state of order, and making fair progress in the usual subjects, with a little deficiency in arithmetic; their reading is very good. Great praise is due to the incumbent (Rev. Cecil Wray), who with his curate attends

daily at the schools, and gives careful instruction in them. The buildings are on a handsome scale, well finished and furnished.

Infants: The infants are under two intelligent mistresses; are clean, in good order, and seem happy in their school. Their progress in reading is further advanced than usual with such young children; they chant many psalms. At St. Martin's schools the holidays of the Church are kept, and only a half-holiday allowed on Saturday; they attend the services of the Church two mornings in the week.

March 27th.—Toxteth Park, St. John's: A Treasury school. The clergyman did not desire the examination of the children. The boys are in 5 classes, under a clever master not regularly trained; the girls in 7 classes, under one mistress, with an assistant; and infants, with a mistress and assistant, in separate and spacious rooms; the infants' is below the level of the adjacent road; the building is plain, but substantial, and well situated; some items in the building accounts not intelligible.

March 31st.—Windsor: Boys in 4 classes, under 1 able master, with a young assistant; in a very good state of discipline; attentive to their work, and well behaved, making good progress in their different subjects of instruction; their writing is very good; a good deal of difference discernible between 1st and 2nd classes; there is much want of good apparatus, maps especially; the rooms are all insufficiently ventilated, and the building not well furnished.

Girls: The girls are in 4 classes, under a mistress not regularly trained, but with much skill and energy as a teacher, with one young assistant; their appearance and order are very pleasing; they seem happy, and attached to their teachers; their progress is satisfactory, except in arithmetic, which is below the usual standard. Much attention is paid to needlework. There is an active "ladies'" committee, who visit the school regularly.

Infants: The infants are under a mistress partially trained, but wanting in experience for a large school; there is much manual exercise and drilling, but the movements are not orderly; the progress of the children is tolerable; a few children make all the answers, and the rest follow them; too much time is given to singing. The schools are constantly visited by the incumbent (Rev. F. Parry), who takes much interest in their success.

April 1st.—Naylor-street, called also St. Bartholomew: The boys are in 7 classes, under a master trained at Chester, with one pupil teacher; their state as to discipline is not good, proceeding, I think, in a great measure, from the crowded state and insufficient light of the room; many of them are very dirty and untidy; their progress is tolerable; a lesson in geography was intelligently given and received; the master has much tact in questioning a class; his position is a very difficult one, from the circumstance of the children

with whom he has to deal, coming from what may be called the St. Giles's of Liverpool.

Girls: The girls are in 7 classes, under a mistress of considerable power as an educator, with a pupil teacher; they are in an admirable state of order; most pleasing in their manners and appearance; their progress in Holy Scripture, Catechism, &c., is more marked than that of the boys; 7 or 8 of them are far in advance of the rest. It seems hardly possible that they can belong to the same families as the inmates of the boys' school; the room is poorly ventilated.

Infants: The infant-school is under a mistress and assistant (sisters), with one class of the very little ones in an adjoining room; they are in good order, attentive, and intelligent; the mistress has much skill in teaching them, and is well aided by her sister.

April 14th.—St. Bride's: A school on the Treasury list; the day, being Easter Tuesday, was a holiday; the building is plain but substantial; the building accounts, in the absence of the treasurer, were not procurable; the school was built for the benefit of other districts, as there are no poor children in this. There are daily schools for boys, girls, and infants, all under trained teachers.

April 2nd.—Kirkdale St. Mary's: This school, which was completed and opened as a Sunday-school at Easter 1844, is not yet open as a daily school; the clergyman (Rev. Dr. James) is anxious for its establishment, but has no means of paying the master's stipend, nor probable sources of assistance; the building accounts are not ready for audit; the building is handsome and well finished, with good yards at the back. In the Sunday-school are about 220 children.

April 15th.—Everton St. Augustine's: School on the Treasury list; the clergyman (Rev. Dr. Tatershall) desires inspection at a future visit; the boys are in 4 classes, under a master trained at Chester, only lately come, with a pupil teacher. I did not examine them. The appearance of the children is satisfactory, and the work of education seems to be going on. The room is insufficiently ventilated: there is a mistress's house attached.

Girls: The girls are in 6 classes, under a mistress with 3 assistants, in a room above the boys, where the ventilation is equally defective, but in other respects the school seems in good condition; the building is substantial, and in good repair. A room below the boys was formerly used as infant-school—like others, below the level of the street: the children are now not taught in it, but in a separate building in Watmough-street, where there is an average attendance of 120. Not above half the number was present, on account of the badness of the weather.

March 30th.—Everton St. George: There are 4 classes of boys, under an untrained master, who has some experience and skill in

teaching, perhaps rather deficient in method; the discipline of his school is very fair; the children are tolerably attentive, clean, and neat; making fair progress in some subjects; below the average knowledge of arithmetic, and imperfect in Catechism; the room is insufficiently ventilated, and there is a want of apparatus of all kinds.

Girls: The girls are in 3 classes, under an untrained mistress, with good management of her school; it is deficient in the same points as to progress with the boys', which may, on the whole, be termed fair; careful attention is paid to needle-work. The room is neither warmed nor ventilated sufficiently. Both the teachers seem devoted to their work.

Infants: The infants are at one end of the boys' room, divided from them by a wooden partition, under a mistress not regularly trained as a teacher, and wanting experience, but with some natural abilities for her work; she is assisted by a young girl. These schools are situated in Mill-lane, which is not paved, nor made into a passable road. The other so-called Everton school is near to Kirkdale church.

April 2nd.—Everton and Kirkdale National: This school is not under inspection. I visited it at the request of the incumbent of Kirkdale. It is situate in the district of Kirkdale, but belongs to the Everton School Committee. The boys are in 4 classes, under a master with an assistant; the girls in 4 also, under 1 mistress. Both these are able teachers, and of much experience; he has been 21, she 19 years in the school. The infants are under a mistress and assistant. The boys' room is very badly ventilated and intolerably close. The infants are sickly in appearance—at least 20 per cent. are such.

Maghull, May 15th.—The boys are in 4 classes, under a partially-trained master; in a satisfactory state of discipline; clean, and healthy in look, and making tolerable progress in other subjects, but making few answers to plain questions in Holy Scripture. The master seems to take much interest in his school. The children are entirely of an agricultural population, are heavy and slow, and very ignorant when they enter the school. Several boys of the 1st class did not answer one question.

Girls: The girls are in 4 classes, under an untrained mistress (wife of the master); in a pleasing state of order and cleanliness, and showing more knowledge in Scriptural subjects than the boys; they learn writing and accounts from the master; both schools write very well. Payments are made according to the child's class, the highest class paying the largest fee.

Manchester, September 11th.—St. Barnabas: I visited this school (previously inspected) to ascertain the state in which it was represented to me with regard to apparatus. There seems to be great want of books, maps, &c. It has increased much in numbers since my last visit; many small children, fit only for an infant-

school. Very few of the whole population of the district (about 7000) are in independent circumstances.

Girls: The mistress of this school was absent from ill health, and her place supplied by a temporary teacher. The apparatus (hot water) for warming these schools has proved a decided failure. Some other means must be procured before winter.

November 20th.—St. George: This school is not under inspection. I visited it with the incumbent (Rev. G. H. Coles), that I might report on some projected alterations, and recommend them if desirable. It is a girls' school, in 5 classes, under a mistress trained for a short time at the Home and Colonial Institution; has been open only 11 weeks, and has already produced much effect on the appearance and manners of the children. The population of the district is 32,000, almost entirely of the labouring class. The building is substantial, the school-room badly ventilated.

Granby Row: Here the boys are in 4 classes, under a master trained at Westminster, of much energy, and well qualified for his duties. He has been here only 4 months, and found the school very much reduced in numbers, and of little repute in the neighbourhood. He has done much in the time in establishing good discipline; his school is also making fair progress; it is behindhand in arithmetic more than other subjects. The school is under the management of the Manchester Church Education Society, whose inspector (Mr. Ross) remained with me during the whole of my visit to it.

Girls: The girls, in 4 classes, are under a mistress, with a few monitors, paid (as in the boys' school also) 1*d.* and 1½*d.* per week. They are, as is generally the case, more neat and clean than the boys, making, on the whole, equal progress with them. The classes seem to me badly arranged, the two lower ones using the same book. Both boys and girls are very young. The changes which have taken place in the course of the year have necessarily hindered the discipline and progress of the scholars. I have not seen the trust-deed nor building accounts. The building is plain, but substantial and well arranged.

August 25th.—Infants: The infants are under 2 mistresses, trained at the Home and Colonial Institution, the lesser children being in a smaller room apart; gallery with a rail down the middle to separate the boys and girls; they are in a tolerable state of order, making, on the whole, good progress. Much needlework is done by these little ones.

May 29th.—St. Silas: There are 6 classes of boys, under a master trained at Cambridge, in a good state of discipline, attentive in class, and orderly in movement, and making fair progress in the 9 months during which the school has been open. There is a gallery-lesson in each school, in which the 4 senior classes read; arithmetic is below the average of progress. The building is handsome, but seems hastily finished; there is a covered play-

ground, which is made little use of by the children; the building is not enclosed from the surrounding brick-yards.

Girls: The girls are also in 6 classes, in the same room with the boys, and separated from them by a curtain; they are under a very intelligent mistress, who keeps them in good order, and has produced (already) a very satisfactory appearance of progress in their different subjects. Children's fees 4*d.* per week in both schools. Qy. whether 3*d.* would not be a better rate? Many children absent in consequence of the approaching Whitsuntide.

Infants: The infants are under 1 mistress, in the room below; they are more untidy and dirty than the other children; their progress seems to be moderate. The incumbent (Rev. R. Butler) takes much pains with these schools. It seems probable that at least a half of the population of this district, about 7500, never enter into a place of worship.

Marsden (Little), October 30th.—A mixed school of boys and girls, in 6 classes, under a master not regularly trained, but very diligent in his vocation, and of good attainments for it. The school has improved much since my last visit. The children are too crowded in class, but well-behaved and attentive; their progress is satisfactory; reading particularly good: they are taught intelligently; the school-room is insufficiently warmed, and ventilated on a bad plan. There is a sewing-mistress in the afternoon, and two paid monitors all the day. The number of girls is small compared to that of boys.

Mawdesley, July 23rd.—The boys and girls are mixed, in 3 classes, under an untrained master; in a fair state of discipline; they are few in number, and quiet; their progress is very small; hardly any of the simplest questions in Holy Scripture answered even by the 1st class; only one child learns arithmetic. The present master is only there for a while during the absence of the regular teacher. This school should be looked upon as an infant-school. There is a free school at Bispham in the same parish, which draws away the older children. Inhabitants of the district are very dull and ignorant.

St. Michael's, July 1st.—These schools are not under inspection, but were visited at the request of the Rev. W. Hornby, who bestows much time and thought upon them. The boys are in 3 classes, under a master trained at Chester; in a fair state of discipline, clean, and quiet; making respectable progress in their several subjects, which are carefully and intelligently taught. The master has a tablet attached to his desk, on which the boys write any question to which they desire an answer,—*ex. gr.*, What is the meaning of the word "Mathematics?" What is the original signification of "Emerald?" The Agricultural Catechism and spelling-book are used.

Girls: The girls are in another building, in 3 classes, under a mistress trained at Whitelands; they are very neat and clean, and

pay much attention to their lessons; their reading is very pleasing; questions are readily answered in Holy Scripture, the Catechism, and natural history; several work sums in the Rule of Three correctly; they all learn arithmetic, geography, and grammar; sing pleasingly, and spell well. The mistress has evidently taught them with much ability.

Infants: The infants are under a young mistress brought up here, who teaches them with much tenderness; they are seated in 2 small galleries; are very clean, and look healthy. The Rev. W. Hornby has established a reading-room in the village for the young men, where amusing and useful publications, works on agriculture, some newspapers, &c., are provided for them in a comfortable room.

Middleton, August 4th.—The boys' school has 3 classes, under a master trained at Chester; in a good state of discipline, and generally attentive to their work; their progress is fair; their answers in Holy Scripture and Catechism ready and correct; the master is well qualified, and earnest—not in strong health. The building is very handsome, and conveniently arranged.

Infants: The infants have an average attendance of 150, under 1 mistress, with an assistant and paid monitor; the upper children read and spell remarkably well, say the Catechism correctly, and write fairly in copy-books. There is a considerable majority of girls; all are clean, and healthy-looking in general. The mistress is well qualified in all respects for her place; her school is in a very satisfactory state.

Barrowfield: This is an infant-school, in the same parish, with an average attendance of 120, held in a building designed for a Methodist chapel, and afterwards used by the Chartists as a place of worship; bought, owing to the exertions of the rector (Rev. R. Durnford), and opened last year as a Church-school. The children are in good order, kindly and healthily taught by an earnest and active mistress, and showing much quickness in their answers on various subjects.

Milnrow, May 28th.—Boys: The boys are in 6 classes, under a master trained at Chester; in a poor state of discipline; they are dirty and inattentive; their progress is moderate; answers are slowly made, if at all; the writing also is coarse. The master is an intelligent man, but rather short-sighted, which is a hindrance to the right order of his school. The rooms are badly ventilated; the boys' at times quite offensive. Many of the boys are taken away two days in the week for "reaching in."

Girls: The girls are in 5 classes, under a mistress not regularly trained, but brought up under her father, a schoolmaster. They are much neater and more intelligent than the boys, and have made more progress, especially (which is rarely the case) in writing, where girls seldom excel. The mistress is a good disciplinarian and an able teacher. She uses the cane at times in her school, which I cannot think necessary for girls.

Mellor-Brook.—School on the Treasury list. The building, formerly an Independent chapel, inconvenient and ill arranged for the purposes of education. There is a mixed school of boys and girls, in 7 classes, under an untrained master, not well disciplined; rude and dirty. I did not examine them, as the clergyman was absent. There is a Sunday-school, with an attendance of 80, and a night-school with about 30, held in this building. The fences are in need of repair, and the privies are insufficient and most filthy. A dry and airy site for a new school has been offered by Mr. Feilden in a field near at hand.

Myddleton Hall, June 15th.—This is a girls' school, supported entirely by Mrs. J. Greenall, of Myddleton, in 4 classes, under a mistress not regularly trained; in a very good state as to discipline, with much order and pleasing appearance of children. Their progress is very fair in the subjects to which they are limited. Their reading is good; answers in Holy Scripture and Catechism are readily and correctly made; writing is not of good character. The mistress, a widow, kind and mother-like to the children. A very useful school for the children of the poor weavers.

Newton-le-Willows, April 6th.—There is no school-house here; the boys are taught in the feeding-room of the old cock-pit. They are in 8 classes, under a curate of the parish, B.A. of Dublin, in a tolerable state of discipline, and making fair progress in the 1st class. The lower classes are ignorant; the master's education has not fitted him for teaching poor boys. The room is badly shaped for a school, and ill ventilated: there is a great want of apparatus. The old school-house was pulled down 3 years since. The present building is the property of T. Legh, Esq., who lends it for the use of the school.

March 16th.—Girls; There is no school-room for the girls; they are taught at present in the Assembly Room, which, on certain days in the week, is required by the magistrates as the Court of their Petty Sessions. The girls are under a mistress trained at Whitelands, in a pleasing state of order, cheerful, and cleanly; their progress is good. They are deficient in arithmetic, but appear to be instructed with kindness and intelligence. The mistress deserves a more suitable room for her labours; this is inconvenient in many respects.

Oldham, St. Mary, March 20th.—This was not a regular visit of inspection, but incidental to other business at Oldham. The boys' school is apparently proceeding well after a severe shock from the conduct of a late master. The so-called girls (now mixed with boys) are taught by a master who had formerly a private school in Oldham. There are now only 20 girls on the books of this school. The infants are under a young man, not trained, nor, I should conceive, qualified for an infant teacher. They are dirty and disorderly. The buildings are beautiful and well arranged. There are only 19 girls in a room intended for 400.

Oldham, St. Peter, March 20th.—Visited these schools at the same time. The boys at prayers at half-past 10 (the time specified in time-table being 10 o'clock), owing to the unpunctuality of the children. There seems to be great want of discipline and order. The girls' school has fallen off much under its late mistress. The new one just come appears earnest in her work. The room is far too cold. In the infants' room there is a general want of neatness and cleanliness.

Orford, May 3rd.—I visited this school at the request of its manager; it has been supported as a Sunday-school by Mr. Beaumont, of Warrington, and his family. The room is much too small for the number of children, and badly ventilated. I examined some of the classes and listened to the examination of others. There seems to be a fair and intelligent knowledge of Holy Scripture and Catechism. There is a daily school of mixed boys and girls here, taught by an old soldier, regimental schoolmaster.

Ormskirk, May 13th.—The boys' school is in 4 classes, under an untrained master, formerly a soldier, who keeps them in a good state of order, and drills them with much effect. Their progress is moderate, as far as I can judge. The children were frightened by the presence of several trustees and visitors, who seated themselves just before them. Arithmetic is below average; and other subjects are taught too formally. The fees have been lowered, and the numbers fallen off in consequence.

Girls: The girls are in 5 classes, under an untrained mistress; generally clean and neat, not making much progress in any subject, and, as I conceive, not intelligently taught. The mistress appears to have little skill in teaching. All the children sing together.

Infants: The infants are not in so good a state, as to order and cleanliness, as the other schools. They are under a mistress not regularly trained, and who has not been long in her situation. The room is spacious, but not cheerful. The school is not, either in numbers or progress, at the point where it should be.

Padgate, May 5.—The boys are in 3 classes, under an untrained master; tolerably quiet, but inattentive and sheepish. Their progress is small; reading is careless. Few answers are made; very slowly, if it all. Very little arithmetic is attempted. The master is self-taught, illiterate, but of good character, and popular amongst the parents. The boys are said to be much improved in behaviour since the school opened.

Girls and Infants: The girls and infants are at the other end of the same room (at present), under one of the mistresses in training at Warrington; the little ones are restless. The girls are more ready and correct in answers than the boys. The children are allowed to write too much from books and too little from copies. The mistress has pleasing manners, and appears intelligent as a teacher.

Padiham, Oct. 12th.—I visited this school by mistake, supposing it to have received a grant from the Treasury. This is not the case, as it was built in 1830, from private subscriptions. The school is of boys and girls together, under a master not regularly trained. There is not the appearance of good discipline. The building is handsome and substantial. I did not examine the children.

Parr, St. Helen's.—March 19th. The boys are in 4 classes, and the girls in 3, under a master trained at Westminster, with a sewing-mistress in the afternoon; not mixed in class; only moderately disciplined, but making very fair progress in all their subjects except arithmetic. The master appears wishful to do his duty to the children. The infants are in an adjoining room, under a partially-trained mistress, who is active and intelligent. There are several cracks in the building (which is handsome, and contains the master's residence) from settlements caused by the coal-workings beneath.

Pemberton (Far Moor), called also *Orrell School,* April 28th.—Here are boys and girls mixed, in 5 classes, under a partly-trained master; in a tolerable state of neatness and cleanliness, but unquiet; many little ones only fit for an infant-school. Their progress is fair; they are less ready and correct in arithmetic than other subjects, which are intelligently taught. The master is apparently well qualified for his place. The school has not been open on the week-days for a whole year, and could not proceed without the aid of the National Society, from which it has a grant. There is great want of a sewing-mistress; the number of girls is decreasing in consequence,

Goose Green, April 29th.—There are 4 classes of boys, under a master trained at Chester; in a tolerable state of discipline; they are more clean and tidy than at any other school in the Pemberton district, with more regularity of movements, but they are not very attentive; their progress is only moderate. Not one knows the whole of the Catechism, or can work correctly a sum in long division. The master has not satisfied the clergyman and trustees, and is about to leave.

Girls: The girls are at present only 7 in number, the remainder (between 30 and 40) having gone away to another school with a late mistress, who left in disgrace. Her successor seems likely to make an useful teacher.

Infants: The infants are in 5 classes, under a mistress trained at Liverpool; they are in tolerable order, with a good deal of intelligence; and find texts in Holy Scripture, from a given letter, with readiness. The school-site is not yet enclosed in front. There is a good garden, and master's house at the back, very damp and sadly out of repair.

Lamberhead Green, August 10th.—The boys are in 7 classes, under a master trained (for a short time) at Chester; in a poor

state of discipline; there is much talking, restlessness, want of neatness in dress and cleanliness in person. Their progress is moderate; reading careless; few questions in Holy Scripture answered, and the Catechism imperfectly known. There seems little desire amongst the parents for the right education of their children. Room badly ventilated.

Girls: The girls are in 6 classes, under a mistress not regularly trained; they are tolerably quiet and clean; their progress, especially in writing, is better than that of the boys; the mistress is anxious for their improvement, but there is great difficulty in the position of all the Church-school teachers of this district.

Infants: The infants are at one end of the girls' room, separated from them only by a wooden partition, which does not prevent the singing, gallery-lessons, &c., from being plainly heard. They are under an untrained mistress, who is skilful in questioning them. Many panes of glass broken by the boys pelting at pigeons, which are much fancied in this district, and with which many matches are made.

Marsh Green, August 10th.—The school was built in 1815 from private and local subscriptions, with good croft at the back, and a master's house, in which he does not live. The boys and girls are mixed, in 5 classes, under a master not regularly trained; they are both clean and neat, making moderate progress; arithmetic is hardly attempted. The ventilation of the room is very bad; the ceiling and floor are in bad repair; room only 8 feet in height. The incumbent of the district (Rev. J. Paley) bestows much labour in his schools, and is continually occupied in the care of one or other of the four establishments.

Pendleton (*Whalley*), October 15th.—There are 3 classes of boys and girls together, under a master not regularly trained, the lowest class being almost infants. About a fourth of the school are employed in print-works. There is evident improvement since my last visit both in discipline and progress. The master is earnest in his work. One of the women in the village said to me, "He gets children on fearfully." The site is not yet enclosed in front. No time-table is kept.

Preston, June 18th.—Commercial: This school is not under inspection; it is a middle or commercial school, built at the sole cost of Mr. Newsam, of Preston, to the memory of his parents. He also contributes handsomely to its support, and gives some prizes. The boys' school is under a master trained at Durham, with a trained assistant. They were examined by the vicar (Rev. T. Parr), Mr. Newsam, and myself, in Holy Scripture, Catechism, English composition, grammar (both English and Latin), history, geography, arithmetic, and recitation of poetry. Their answers in general were very satisfactory; they chanted sweetly. This promises to be a very useful school.

Preston, St. Thomas, June 22nd.—Here the boys are in 10

classes, under a master trained at Chester, with 3 irregular monitors, paid by him 1*s.* per week; about half of them are short-timers. The discipline is imperfect; there is much restlessness; they are tolerably clean, considering their circumstances. Progress is small; only tolerable in the upper classes; the great mass of the school is learning to read. The master is earnest, but the number of children under his care is too large; many of them are very young; their attendance also at school is very irregular. These circumstances are very discouraging to a teacher.

Girls: The girls are in 6 classes (the last being almost an infant-school in itself), under a mistress trained at Warrington, with a girl-assistant for the little ones in an adjoining room. Only tolerable in discipline, and making very little progress. Few subjects are attempted; no arithmetic beyond the pence and multiplication tables. The mistress is kind to the children, but seems to want energy and knowledge of methods.

In both schools the chief employment of the children is reading with difficulty, or spelling monosyllables of 3 or 4 letters on cards. They are in general very young, stay a short time at school, go away, and perhaps come again for a short time. There is absolute need of an infant-school here, and of several additional teachers. No master and mistress can educate the number of children attending here.

Preston, St. Mary's, June 23rd.—The boys are in 8 classes, under 1 master trained at Westminster; rough, rude, and generally inattentive; many of them are short-timers. Public examination day. The children were chiefly examined by the clergyman (Rev. R. Lamb), and appeared to be making little progress.

Girls: The girls are in 6 classes, under a mistress trained at Liverpool; generally clean and neat; only 3 learn to write, and their progress in other subjects is very small. The needlework seems commendable. Here is great need of an infant-school and more teachers; the instruction given at present seems—almost unavoidably—merely mechanical. The teachers have little time for asking any questions. The spouts of the building are in a bad state.

Preston, June 24th.—Trinity: Here the boys are in 5 classes, under a master trained at Norwich; undisciplined, noisy, and careless of reproof; spitting at each other in class; dirty and ragged. Their progress is very small; not above half-a-dozen read without hesitation, or answer questions on Holy Scripture correctly; their writing is tolerable; they have little knowledge of arithmetic; very few can say the whole of the Catechism. In geography they repeat the names of countries and their chief towns. The master is not good as a disciplinarian; does not seem to observe the state of his school in this respect. The room is very dirty. There is at present little appearance of education here. All the subjects appear to be taught by rote.

Girls: The girls are in 7 classes, under a mistress trained at Warrington; in a better state as to cleanliness, neatness, and general state of discipline than the boys, but unpunctual and irregular as they are in attendance. Their reading is fair, and the first class answer simple questions tolerably well. Their writing also is of a good character. No progress in arithmetic beyond the tables. Their needlework is said to be good. They learn no other subjects.

Infants: The infants are in a room rather below the level of the street, and with one side very damp, under an intelligent mistress. They sing tolerably, and have some knowledge of Scripture history. The building is handsome, but not (apparently) in right repair. There are several large cracks in the walls at the ends of the beams in the girls' room and on the staircase. The yard-wall is also out of the perpendicular. This was specially reported at the date of my visit.

Preston, June 23rd.—Christ Church: A Treasury school, formerly called St. George's, but now in the district of Christ Church. It is not now open, as an upper story is being added. It is of brick, faced with stone, and will contain two rooms, each 65 by 28 feet. It is to be opened after the midsummer vacation.

Infants: This school is not under inspection. It is in a separate building from the juvenile schools; has an average attendance of 120 children in a cheerful and well-arranged room, with playgrounds in good order, and kept clean.

Quernmore, November 4th.—School on the Treasury list. Boys and girls mixed in 3 classes, under an untrained master (few girls, as there is no sewing-mistress), in a tolerable state of discipline, clean and healthy. I did not examine them, as my time was taken up in inquiries about the trust-deed (of which I saw only the paper copy), and the building accounts, which were not to be found. The building is neat, substantial, and in tolerable repair. The windows require cement; the ventilation is very imperfect, and the room is insufficiently warmed by one fire-place. It would be well to have a sewing-mistress in the afternoon, and to build a teacher's residence, as there is no house near at hand.

Radcliffe, August 17th.—A school on the Treasury list. There are 5 classes of boys, under a master trained at Westminster, and 5 classes of girls, under a mistress trained at Dublin, in separate rooms. Both schools are in a fair state of discipline. Of their progress I could not judge further than from answers to questions asked by the teachers, which were respectable. About one-third of the children are tearers; much consequent irregularity of attendance. I did not see the trust-deed, said to be in the possession of the National Society, who are the trustees of the school. The air-grates (for ventilation) were stopped up.

Rainhill, April 21st.—The boys are in 4 classes, under a master not regularly trained; in a very fair state of discipline, and making

tolerable progress. Deficient in arithmetic; no boy beyond the compound rules. The writing is good. A bad arrangement of ventilation. The west side of the school is damp.

Girls: The girls are in 3 classes, under an untrained mistress; quiet and generally attentive. They read better and answer questions more readily than the boys. They do not attempt geography or History of England, nor do they sing at all. The building is handsome and well enclosed. The clergyman (Rev. J. B. Ingham) frequently visits and takes much interest in the schools.

Rawtenstall, October 19th.—A Treasury school. The boys and girls are mixed in 7 classes, under an untrained master, and his wife as mistress. The greater part of the school are short-timers. I did not examine the children. The master has been only a short time. There appeared to be much want of apparatus. The building is neat, spacious, and in tolerable repair.

Read (in Whalley), October 14th.—A mixed school of boys and girls, under a master trained at Battersea, and a sewing-mistress for 2 hours in the afternoon. The discipline is very fair; the children are neat and clean, and generally attentive, and their progress is tolerably good. They are deficient in knowledge of the Catechism, and their writing (chiefly from the bad quality of the books) is coarse. The master is earnest and pains-taking. The tone of the school is very good, much owing to the interest taken in it by Mr. Fort and his family.

Rochdale, May 27th.—Almost entirely a factory school. The boys are in 6 classes, under a master trained at Battersea, with 8 paid monitors. The girls are in 2 classes, under the same master, at one end of the room. Their discipline is very good for factory children; they are clean and cheerful in their manner, and generally healthy in appearance. Their progress is very fair. The master shows great tact and skill in managing this important school. He has only been here six months.

Infants: The infants are in part of the same room divided by a wooden partition, under a girl of 13 years of age as their teacher! She keeps them in good order, and instructs them intelligently. Of the whole school only one-sixth are day-scholars. The master should have able assistants in his work, and it is very desirable that the girls be taught to knit and sew.

Lower Place.—This is a school now building in the immediate vicinity of Rochdale, which I visited with the vicar (Rev. Dr. Molesworth), to observe the progress of the work and the circumstances of its situation. It seems well chosen between two roads, dry and airy. The building promises to be substantial and handsome.

Rumworth, August 28th.—School on Treasury list; the same described above as Deane girls' and infants' school. There is no separate trust-deed for it; but the site is conveyed to the trustees of the boys' school. There is an endowment of 35*l.* per annum.

The building accounts are not now procurable; but no debt remains on it. The building is neat, convenient, and well enclosed on all sides.

Sabden, October 16th.—Boys: called Hey-houses and Sabden. The boys and girls (mixed in class) are at different sides of the same room, in 5 classes, under a master trained at Chester, with his sister as sewing-mistress. They are generally undisciplined, inattentive, and apparently uninterested in their lessons. Their progress is moderate; their answers are frequently unmeaning guesses hastily made; their writing is fair. The ventilation of the room is very deficient. About half the children are employed in the print-works, where they are paid 3*s*. and 4*s*. per week at 11 and 12 years of age.

Girls: The girls are separated from the boys when seated and during their hours of needlework. The greater number of children seem to be employed generally in learning to read. The building is handsome, neatly enclosed, and contains a master's house.

October 16th.—Infants: This is a school on the British and Foreign system, in which I was invited by the master to examine the children. It is called an infant-school, but the children are of the usual age of National scholars. About 250 on the books, boys and girls, under a master trained at the British and Foreign Model School, with his wife as schoolmistress. There is great appearance of life and activity in it. The children sing well; are (apparently) taught with much intelligence.

Salford, August 26th.—Great George Street: called Salford Model School. The boys are in 7 (or 8) classes, under one master trained at Chester, with one pupil teacher. The discipline is in all respects very good, and the progress is, on the whole, good also. Collective lesson in Holy Scripture to the upper division, consisting of 4 classes; questions intelligently answered, and in pleasing manner. The classes are not far advanced either in grammar or English history. The master is earnest in his work, and very anxious for the success of his school. He thinks that the average stay of children in the school is only 5 months!

August 27th.—Girls: The girls are in 6 classes, under a trained mistress, with pupil-teachers and two mistresses in training, separated from the boys by a wooden partition. Their state of discipline is equal to that of the boys. The three upper classes join with the upper division of boys in the collective Scripture Lesson. They do no not answer questions in Scripture and the Catechism with the same quickness and precision. Their general progress is satisfactory; the lower classes are not proportionally advanced. The mistresses in training are not punctual in their attendance.

Infants: The infants are in senior and junior divisions, under two trained mistresses, with two mistresses also in training. They are in good order, and taught with much intelligence; the senior mistress is a clever teacher, with much thought and tact in

bringing up the little ones. They are rewarded by a walk in Peel Park in the afternoon. These schools are under the management of the Manchester Church of England Education Society; they have a local inspector, Mr. Ross, who attended me in my visits, and gave me much useful information about the schools in Manchester and its neighbourhood.

Samlesbury, July 10th.—School on the Treasury list. There is no daily school held in the building towards which the grant was made. It does not appear to have been built carefully; the ends are very damp, as if pervious to the weather; there is also a deficiency of ventilation. The Sunday-school meets here, with an average attendance of 90 children. The daily school is held in another building in a more convenient part of the parish.

Shaw in Crompton, August 14th.—This is also a Treasury school. It is for (so-called) infants, who are taught by a young mistress trained at Warrington. They are in a good state of discipline. I did not examine their progress. The building is neat, not enclosed from the street. There are pipes of a hot-water apparatus, about 7 feet from the ground. very unsightly; this has failed altogether to warm the rooms sufficiently. No juvenile Church school for a population of about 4000 people.

Skerton, November 5th.—A school on the Treasury list. It is called an infant-school, many of the children being 8, 9, and 10 years old, under an untrained mistress, and held during winter-months in a room adjacent to the school, for which a rent is paid. It is without any ventilation, and intolerable after the children have been in it a short time. They are tolerably clean and neat, and answer questions in Holy Scripture with some readiness and intelligence. The building is large and handsome, in a corner of St. Luke's churchyard. The trust-deed is not known of by the present incumbent.

Free-school: This is an old parish-school of boys and girls mixed, in 2 classes, not regularly arranged, under a master 71 years old, who has been teaching about 50 years. Only 14 children present, reading the Epistle to the Hebrews, which "he was sure they did not understand." No questions asked. The children are wild, dirty, shock-headed. The room is dark, narrow, dirty, and damp. "A chimney fell on it the other day and broke a good many slates," which have not been replaced.

Small Bridge, June 16th.—A school on the Treasury list, which I examined at the desire of the Rev. R. H. Cook, the incumbent. There are two rooms. In one are boys, mixed with a few girls, under a master trained at Chester; in 6 classes. The discipline is very imperfect; the children are inattentive, dirty, and untidy. Their progress is fair; they are deficient in the Catechism; their writing very good. Master seems fairly qualified, humble, and diligent.

Girls: In the other room are girls and infants in 10 classes

(much like an infant-school wanting the gallery), under an untrained mistress; in a moderate state both of discipline and progress. Many short-timers in the school. Notwithstanding the intense heat of the day, several of the mill-children had their handkerchiefs tied round their heads as usual.

Smithell's Deane, June 10th.—A mixed school in 5 classes, under a mistress not regularly trained; in a very fair state of discipline, but making very little progress. Hardly a child can be said "to read with ease;" answers are made by senseless guesses. The Catechism is tolerably repeated by the first class; 4 or 5 write badly in dirty copy-books; a few children know a part of the Multiplication-table; a few write monosyllables on slates. Still there is a little improvement perceptible since last visit.

Southport, May 14th.—The boys are in 7 classes, under an untrained master, who was once a fisherman, then a weaver, and then, without any peculiar preparation, a school-teacher. There is not much appearance of discipline; the boys are not in general neat, being the children of poor fishermen who cannot afford to buy them clothes; there is great irregularity of attendance; their progress is moderate; few of them can answer simple questions in Holy Scripture; the 1st class repeat the Catechism by rote; arithmetic below average. Several children pay nothing, but are taken into the school out of charity by the teacher.

Girls: The girls are in 5 classes, under an untrained mistress; generally clean and neat; more intelligent in reading and Holy Scripture than the boys; not learning arithmetic. The mistress has taught here for 21 years; has had several children of former scholars under her. The building is plain, and needs repair: it is in a corner of the churchyard, and not enclosed from it.

Infants: This can hardly be called an infant-school. It consists of mixed boys and infants, some 11 and 12 years of age, under an untrained master; in a poor state of discipline, who learn little. The children seem to pass much of their time in play; they are divided into 3 classes. About 8 or 9 read parables, but know nothing of the meaning of their lessons. Only one writes in a copy-book.

Spotland, June 16th.—The boys are in 4 classes, under an untrained master; but the arrangement of classes seems to be uncertain. They are inattentive and dirty; generally very young and ignorant when they come into the school; their knowledge is very small; a few read tolerably, and answer some questions on their lesson; they write badly, and hardly learn arithmetic; the Catechism is little known in either school.

Girls: The girls are in 4 classes, under an untrained mistress; they are much wanting in discipline, and seem to make little progress in their lessons. The master and mistress are respectable people, but not well qualified as teachers. There are no means of procuring higher stipends.

Stand.—A school on the Treasury-list. No daily school is held in the room, towards the erection of which the grant was made by the Lords of the Treasury. It is a neat building, and well-finished, enclosed with iron railings in front. The room is very spacious, being 90 × 36 feet, well ventilated, and warmed insufficiently by 2 fire-places. There is a Sunday-school, with 280 children in it. I have not seen either the trust-deed or the building accounts of this school.

National: There are daily National schools held in rooms in another part of the village, built in 1827, where there are 4 classes of boys, under an intelligent master, trained at Westminster, and 4 classes of girls under his wife. They are for the most part little children, who stay in the school on an average less than 2 years, and then go away as "winders and tearers." The rooms are badly ventilated; the floors, benches, and staircase are in bad repair; there is a master's house.

Stonefold (*in Haslingden*), September 2nd.—A Treasury building; no daily school; about 90 scholars on Sunday; much desire expressed by the inhabitants that there should be instruction given on week-days to their children. The building is plain but substantial, not convenient in arrangement; the class-room and part of the school are very damp; there is no gate to the entrance. I called three times on the incumbent (Rev. W. Gray), to urge him to establish a daily school, but he was not at home. I have not seen the trust-deed of this property.

Stretford, August 24th.—Boys in 4 classes, under a master trained at Chester; in a very good state of discipline, clean, and orderly; making satisfactory progress in the different subjects, which are intelligently taught, especially in arithmetic and writing from memory. The master is skilful, and delights in his work; the boys seem much attached to him, work in his garden, and keep it in good order when he is absent—"would be glad to spend the whole day in school."

Girls: The girls are in 4 classes, under an excellent mistress trained at Westminster; in a very pleasing state of discipline; attentive and decorous during prayer; proceeding satisfactorily in all respects under intelligent teaching. The building is very neat and well arranged, containing a master's house and a little garden attached to it. The curate (Rev. J. Clarke) and his family devote much time to the care of the school, which gives good proof of right superintendence.

Infants: The infants are under a mistress trained at Bangor; they are not in the same pleasing circumstances as the juvenile schools, being inattentive and disorderly; the mistress seems to speak and act too hastily in the management of these little ones; their progress is not marked. These schools have only been at work about a year and a half, and have already proved of much benefit in humanizing the population of the place.

Symonstone, October 15th.—A mixed school of boys and girls, under an untrained master; little disciplined; quiet, but idle; few in number, and very young. Their progress is very small; hardly one reads without hesitation; only 3 know the Catechism as far as the Commandments; 2 boys learn a little arithmetic; writing is good. The master was formerly a weaver—has no knowledge of method, and of small attainments. There is no sewing-mistress at present. The ventilation is very bad.

Tarleton, June 19th.—A Treasury school; examined at the request of the clergyman (Rev. R. Wilde), who bestows much labour on it; there are girls in 6 classes, under a partly-trained mistress; in pleasing order, neat and clean, but timid; their progress is fair; they are deficient in arithmetic; the tone of the mistress is harsh, and does not win the children's affections; the building is neat, and well enclosed; the room badly ventilated. This was formerly called "The School of Industry."

Grammar-school: This is an endowed school for boys; the date on the building 1650. It is not under inspection. I went there with the clergyman. The school-room is insufficient in size for the number of boys, very low, dark, damp, and badly flagged, with no ventilation. There is an endowment of £40 per annum, but there is a debt upon the school for some buildings; the master lives in an adjoining house, for which, with a good garden, he pays £7 per annum to the trustees, who are 9 in number, neighbouring gentlemen and farmers. The boys are only taught *spelling gratis:*—this seems to be an abuse.

Todmorden, May 26th.—There are 6 classes of boys, under a master trained at Westminster; poorly disciplined, rude, and restless; making moderate progress; the writing and arithmetic are both below average of National schools; this has been open only about a year. The master is a respectable man; wants method, and a quicker discipline of rough and ignorant children, many of whom are yet very young. There is much want also of books, as considerable hindrance arises from children furnishing their own.

Girls: The girls are in 4 classes, under a mistress trained at Westminster; are tolerably clean and tidy, but not attentive; rather hurried in reading, but answering questions in Holy Scripture and Catechism very fairly. The school and premises are very handsome, and well finished, with a teacher's residence at each end. There is much want of an infant-school here; the committee are zealous and active.

Tottington (Lower), August 5th.—School on the Treasury list; there are boys and girls mixed in 4 classes, under a partly-trained master, with his wife as sewing-mistress (in the afternoon); in a tolerable state of discipline, clean, and orderly. I did not examine, being occupied with inquiries about the trust-deed and building accounts; the first was not procurable—said to be in the

hands of Messrs. Elliot (Rochdale); the latter were mixed up with the chapel-building accounts, and hardly separable from them. The school is now supported (in part) by grant from the National Society, and could not be continued without help.

Trawden, October 26th.—A mixed school, under a master trained at Battersea; the classes are irregular, and chiefly of very young and ignorant children; the discipline is very imperfect; the children talk, laugh, play, and fight; are dirty, and irregular in attendance; their progress is very small; only 2 can be said to "read with ease;" this school has only been open 9 months; the master a bad disciplinarian, and therefore unfitted for this uncivilized district.

Tunstead, August 18th.—A Treasury school, which I examined at the request of the master; there are boys and girls mixed, in 4 classes, under a master trained at Westminster; in very good order (considering the circumstances of the place), quiet, clean, and generally attentive; making very fair progress in several subjects; the Catechism is not taught to all; the master shows a great deal of professional skill and power both in teaching and managing his school; about half the boys are short-timers. Much attention is paid to the school by the clergyman (Rev. F. Kirkpatrick), and by one of the trustees, Mr. Ormerod, and his daughters.

Girls: The other school is also of boys and girls mixed, in 4 classes, under the master's wife, at the further end of the room, with a low wooden partition between them; the children are in good order, but have not made much progress; they are occupied chiefly in learning to read and spell; a few say part of the Catechism and write on slates; the schools are said to have done much good in the year that they have been at work; the parents of the children very ignorant.

Unsworth, November 13th.—There are 4 classes of boys, under a master trained at Westminster; in tolerable order; not very tidy in dress (some boys come straight from the print-works), and irregular in attendance; the progress is as yet moderate; the master has been here only three months—succeeded a drunkard, who has now established a school in opposition, and taken away many of the children with him; much echo in the school from the open roof; many of the children are employed in print-works.

Girls: The girls are in 5 classes, under an untrained mistress, who is kind and mother-like to them; they are clean and neat, and making tolerable progress in the subjects which they attempt; the school is not yet enclosed in front. I have not seen the building accounts (said to be at the Council Office). There is great difficulty in supporting this school; the chief burden falls on the clergyman (Rev. B. Crompton), who paid a considerable sum towards its expenses last year; the site, 2375 square yards, given by the Earl of Derby.

Walmsley, August 11th.—There is no daily school at present held in this handsome building; one is just about to be opened, by aid of a grant of £150 from the Committee of Council; the building is substantial, and in good repair, but requires better ventilation, especially in the boys' room; there is a neat residence at one end for a teacher, and a garden besides, kept in good order.

Walton-le-Dale, July 22nd.—A mixed school, in 6 classes, under a master trained at Chester; the girls are placed at the bottom of each class, and in the afternoon are in the infants' school with a sewing-mistress; there is fair discipline, but the number of children is too great for one teacher; their progress is satisfactory; there is a considerable interval between the 1st and 2nd classes, and a general deficiency in Catechism; the master is sensible and painstaking, and deserves much credit for the effect produced on so many children. There are a few short-timers and tearers; several children (in the 1st class) have been 5 and 6 years at school.

Infants: The infants are under a young and untrained mistress; with no gallery in their room, nor peculiar apparatus for infant-teaching; the mistress is kind to the little ones, but not yet experienced in instructing them; they repeat their lessons in a sing-song tone, which is unintelligent.

Wardle, May 28th.—A mixed school, in 6 classes, under an untrained master; about half the children are short-timers; in tolerably good order, and making fair progress. Much improvement is visible since my last visit; the master is devoted to his work, and anxious for improvement. There is a Sunday-school held here, the scholars of which have subscribed to buy a clock for the good of the school, with an outside face for the good of the village.

Walmersley, August 31st.—These are boys and girls mixed, in 3 classes, under an experienced master; about one-third of the children are short-timers; they are in good order, clean and neat, and tolerably attentive; making fair progress; evidently improved since my last visit; they are not ready in arithmetic; the writing is better in quantity than quality.

Infants: The 4 lower classes (formerly called infant-school) are under the master's wife, in an adjoining room, with folding-doors; tolerable in discipline and progress; the master and mistress are of highly respectable character; the building is handsome and convenient, with a good master's house. There is a night-school for boys twice a-week, lately opened; about 20 young men attend it.

Wargrave, March 17th.—The boys are in 4 classes, under an untrained master; in a fair state of discipline for the time the school has been at work; quiet, generally clean and neat. Much hindrance both to discipline and progress has been caused by the necessary change of teachers. The progress is not yet great, but

there is improvement since the arrival of the present master. The children read and answer questions tolerably well; the writing is good; the other subjects are too formally taught; the master is steady and earnest. More questioning is desirable.

Girls: The girls are in 3 classes, under the master's wife, in the same room, divided by low wooden partition. They are in as good order, but have not made equal progress with the boys. The building is very handsome, and well arranged; there is a good garden, in which it is intended that the boys shall work. The clergyman (Rev. J. Whitley) has been unwearied in establishing and watching over these schools.

Wensley Fold, July 16th.—There are 10 classes of boys and girls mixed, under a master trained at Westminster. Two-thirds of the children are short-timers. They are tolerably clean, but not neat nor attentive; their progress is moderate; they are deficient in writing, spelling, and arithmetic; half the children would be more suitably placed in an infant-school. The building is very neat and well finished; the site given by Mr. Feilden.

West Houghton, June 10th.—Boys and girls are mixed in 3 classes, under an untrained master. The classes are not well organized, and apparently without any reason; the discipline is very bad; the children are rude, restless, without order, not punctual, nor clean; they are also very ignorant; the Catechism is well repeated; in other subjects they are behindhand. No time-table is kept. The master has been here 23 years; does not appear to know anything of teaching or training.

Girls: There is a class of the younger boys and girls, under an untrained mistress, who does not seem qualified to teach children. They are ignorant and disorderly. The building is in bad repair, and very inconvenient; the rooms are damp, dark, and ill ventilated; the lower one too small for the number of children, and both of low pitch. There is much need of a new school-room under other and more fit teachers.

June 8th.—Daisy Hill: This is called an infant-school, and on the infant system, though there are children of 9, 10, and 11 years of age. There are boys and girls mixed, in 4 classes, under an untrained mistress, who is a kind, if not very able teacher. The children are in good order, but making moderate progress. All the stipend the mistress receives is about 14*l.*, with a small house, rent free. The building is neat, and convenient for its purpose.

Whalley, October 13th.—There are 5 classes of boys, under a master not regularly trained, who was absent, owing to sickness, at the time of my visit; in tolerably good order, clean and healthy in appearance, and making fair progress in the subjects which are attempted; the children rather too much crowded in class; the upper boys of the National school are advanced into the gram-

mar school, where they are taught free. It is said to be a very good school.

Girls: The girls are in 4 classes, under a mistress trained at Warrington, who has been only six weeks in her school, and raised the attendance from 22 to 53. The children are in a very pleasing state of order, attentive, and silent, and are progressing steadily in their different subjects. The mistress promises very well, is intelligent, and active, with much tact in the management of her school. The building is handsome, the rooms hardly sufficient in size. New deed not yet executed.

July 16th.—St. Mark's: This is a girls' school, lately opened, in 4 classes, under a mistress trained at Warrington. There is every appearance of good order and method. I did not examine the children. The building is very handsome and well finished.

Witton.—Infant-school: This school is not under inspection. I was taken into it by the clergyman (Rev. G. A. H. Ashe). There is an average attendance of 150 in a room too small for the number, under an able master. The children seem to be making good progress. Many of the children are old enough for a juvenile school. It is supported chiefly by Mr. Feilden and his family.

White Coppice, July 29.—There are boys in 4 classes, and girls also in 4, on opposite sides of the same room, under an untrained master, with no sewing-mistress. The children are clean, neat, and healthy-looking; had never been examined before; the progress is only small hitherto; the reading is good, but intelligent answers are few. The master seems to want method. There is great want of apparatus. The committee appear to be much interested in the right progress of the school. No time-table.

Wheelton, July 27th.—A mixed school, in 4 classes, under an untrained master; badly disciplined, restless, and dirty, making very little progress in their studies. Some of the 1st and 2nd class, in reading, stumble at monosyllables—"tomb," "blind," &c.; only 2 or 3 know anything of the Catechism. The school is decreasing in numbers, owing, in some degree, to change of residence in parents. The master seems ignorant of discipline, and poorly qualified in other respects. Time-table badly arranged.

Whittle-le-Woods, July 27th.—A school on the Treasury list. There are 9 classes of boys, under a master not regularly trained, and 5 classes of girls, in a separate room, under his wife, also untrained. A great many little children; the discipline seems good, and progress, so far as I could judge from partly examining the 1st class, satisfactory. The master was formerly an attorney; shows considerable skill as a teacher.

Widness Dock, May 5th.—A school, with little boys in 3 classes; some girls and infants in 5, under a mistress not regularly trained, but accustomed to private tuition; not well disciplined, and making small progress; hardly any questions are answered; the mistress

is pleasing in manner; has been only a month in the school, which is said to have improved in that period. There is great irregularity of attendance. The building is inconveniently situated; at times the tide floods the rooms below, belonging to the teacher's residence.

Wigan, St. George, April 29th.—This is nominally an infant-school, of whom about one-fifth are 9 years old; they are under a mistress not regularly trained; from 50 to 60 in average attendance. The two rooms are capable of accommodating 600 children; the upper room is occupied only on Sundays. There seems to be no reason why large and useful daily schools should not be established in these rooms. There is no improvement since my last visit.

April 30th.—St. Catharine: School on the Treasury list. Boys and infants in one room, in 5 classes, under a master trained at Liverpool; girls and infants in room above, under a mistress (his sister); gallery only in the upper room; a bad arrangement to mix the juvenile and infant schools. In both rooms the discipline is only moderate; there is much laughing and inattention. I did not examine the children. In the girls' school they answered well to the questions asked by the mistress. The building is large and plain, but substantial, and well enclosed; the rooms are badly ventilated, and the drainage of the yards is insufficient. The district in which the school is situate is inhabited chiefly by Irish Romanists, very poor, and extremely ignorant.

Woolton (*Little*), April 22nd.—The boys' school has 3 classes, under a master trained at Chester; in a tolerable state of discipline; irregular in class, and generally loutish in manner; their progress is moderate; reading inexpressive, and few questions either in Scripture or English history correctly answered; writing from memory good. The master appears to be well qualified for his charge. The school is intended for farmers' children, at higher charges than usual in National schools; the object has not yet been gained. The ventilation of the boys' room is very imperfect. There is a considerable settlement in the north walls.

Girls: The girls are in 3 classes, under a mistress trained at Westminster; in much better state of order than the boys; clean, neat, and healthy in looks; their progress also is more evident; they read well, and answer questions readily. In both schools there is too much writing from books instead of copies. The mistress is a firm and intelligent teacher; about to leave this school and take one in London.

Infants: The infants are under a mistress trained at Liverpool, who shows much knowledge and kindness in managing and teaching them. The buildings are neat, containing, besides the school-rooms, 2 rooms for a master, and rooms for 2 mistresses. The curate (Rev. T. Hugo) shows much interest in the success of the schools.

Wray with Botton.—Here the boys and girls are together in 3 classes, under a master not regularly trained; in very fair order, cheerful and attentive, making satisfactory progress in the subjects which are taught. The master is painstaking, and doing his work with intelligence. There is an endowment of 40*l.* per annum from the will of , dated 1685. The rooms are badly ventilated, and the building generally is inconvenient. The trustees, 4 in number, 3 of whom were present at the examination, seem very anxious for the improvement of the school. A sewing-mistress should be engaged.

YORKSHIRE.

Barnby-in-the-Marsh, November 18th.—This is a mixed school, in 3 classes, under an untrained mistress (widow of the late master), aided by her son and daughter; in a fair state of discipline; very neat and clean, quiet and attentive; they are making fair progress in the upper class. I only partially examined them. The mistress is kind to the children, and they seem attached to her. The room needs repair; the north wall also is damp.

Brampton Bierlow, April 3rd.—An old endowed school. The boys and girls are in 6 classes, under 1 master (a clergyman), with 1 paid monitor. The discipline is not good; the children are talkative, not clean, nor neat in dress; making moderate progress, and showing some intelligence in the 1st class; their writing is good, and arithmetic is intelligently taught; they sing an anthem well. The master is the lecturer of the parish church. There are only 2½ hours of instruction in the afternoon. The lower classes seem to be neglected; their progress is very small, and intelligence hardly developed.

Castleford, Nov. 17th.—There are 5 classes of boys, under an untrained master; imperfectly disciplined, and with much want of method. Their progress is moderate. The girls are in 3 classes, under an untrained mistress; in a better state of discipline, but with less intelligence than the boys. The infants are in an adjoining room, under a girl teacher paid by the rector. I can see little improvement here. The subjects are taught too much by rote. The children are taken away at an early age to work in the glass-houses, earning 5*s.* or 6*s.* per week at 11 years of age. No time-table in the boys' school.

Coley, March 11th.—A mixed school, in 6 classes, under a master trained at Warrington, with no sewing-mistress. Many more boys than girls; the discipline is not good, but much improvement has taken place, I am told, in the six months that the school has been open; the progress also is fair for the time; 3 children learn drawing. The building is very neat; not yet en-

closed from the public road. The district around is in a state of great ignorance. Out of 58 children admitted at different ages, only 5 had ever been at school. The clergyman says that his church has been broken into several times.

Conisbro', February 26th.—This school is not under inspection. I visited it by desire of the incumbent (Rev. G. Wright). There are boys and girls mixed. On the books, 54; present, 29, of whom only 3 were girls, and there is no sewing-mistress. The master was trained at St. Mary's, Sheffield; has been here only 4 months. There is great want of books and apparatus. The children are quiet; not far advanced in any subject. The fence of the school property is not in good repair.

Doncaster, February 26th.—Not a regular visit of inspection, but in order to ascertain some points which were doubtful to me at my last visit. In the boys' school, 178 were present out of 287 on the books. The irregularity of attendance is very great. I examined the boys of the 1st class in arithmetic; they did not show an intelligent knowledge of the subject. There is great want of discipline. 109 boys absent.

Girls: In the girls' school 103 were present out of 193 on the books, under a new mistress. They were employed at needle-work, which is for the most part plain.

Eastrington, November 19th.—Boys and girls mixed, in 3 classes, under a master not regularly trained, with no sewing-mistress; only 4 girls present. They are undisciplined, and making moderate progress; obviously improved since the arrival of the present master, who has been here only 6 months. He seems intelligent, but in delicate health, and nervous. There is a house for the master at the end of the building, which is neat and convenient, in which he does not reside, and a good garden behind the school, belonging to the property, which were given in 1726 by Joseph Hewlett. No other daily school but a dame's for a population of above 2000 people. There are only 26 on the books.

Gildersome, March 13th.—There are 4 classes (so called) of boys and girls together, under an untrained and ignorant master, who seems to know little about his duties; there is no discipline; the children stand round the stove to say their lesson, which consists of reading and spelling; there is no order either in the class or out of it. Hardly any progress; two classes stammer through the Testament; are reading the Epistle to the Romans; can't answer a question; only 3 know anything of the Catechism; a few write tolerably; 2 work sums in Simple Addition. Master says that they learn grammar, which does not seem to be the case. The out-buildings in a most filthy state. The present master is only temporary.

Halifax, South East, March 11th.—Not a regular visit of inspection, but merely for a short time with the vicar (Archdeacon

Musgrave). The boys are in 6 classes, under a master trained at York; the girls in 5 also, under a mistress trained at Westminster. The school has only been open 6 months. I did not examine further than to ask the 1st class of boys a few questions in geography; and the girls in Scripture history and mental arithmetic. There is not much progress apparent yet; the tone of the school is good. The building is very handsome, and the arrangement judicious; there is a teacher's house.

Girls: The girls are in a room above the boys; both rooms are well ventilated.

Horbury, March 3rd.—The boys are in 5 classes, under a master trained at Oxford, with a paid assistant and 2 pupil teachers; in very good order, and with pleasing appearance; this school has only been open 8 months; the progress is fair; reading rather careless; arithmetic not ready nor correct. The master is absent (from ill health); he is much assisted in the school by the incumbent (Rev. J. Sharp) and his curate, who visit it daily, either morning or afternoon.

Girls: The girls are in 3 classes, under a mistress, with an assistant at the other end of the chief room, with no partition between the schools; they are in the same satisfactory state of discipline, but have not made equal progress, with the boys; the children appear nervous; they cannot say the Catechism perfectly; they seem to have more general knowledge than is common in girls' schools. The room is only tolerably ventilated. Children taught to sit quiet!

Infants: The infants are under one mistress in an adjoining room. The building is very handsome and substantial, well situated in garden; playground. Besides the school and class-rooms, there is a lumber-room and mistress's house. There is a night-school of 70 young persons, chiefly males, who pay 1*d.* per week. The building accounts were not audited. The trust-deed not yet executed. All law expenses contributed by the solicitor.

Hull, St. James, November 25th.—The boys are in 6 classes, under a master trained at Westminster, with one assistant; in a very fair state as to discipline, but too much crowded in class; making satisfactory progress in the upper part of the school, especially in writing and arithmetic; the master is a hard-working, intelligent man, always occupied with his school; he has need of further assistance in it and larger rooms. The average stay in this school does not exceed 11 months. There is a continual influx of new and ignorant children.

November 24th.—Girls: The girls are in 7 classes, under a mistress not regularly trained, the junior class being of very young children. They are in good order, generally neat and clean, not punctual in attendance; they are making fair progress in Holy Scripture, but deficient in writing and arithmetic, and it is said also in needlework, about which the parents are more anxious than any other branch of instruction. Of 137 girls admitted last year, 89

left in the course of it. The mistress is sensible and anxious to improve her school.

Infants: The infants are under a mistress trained at the Home and Colonial Institution, with a girl as teacher of the youngest children; they are tolerably clean, orderly, and progressing fairly in the usual subjects of infant education. The mistress is an earnest and kind teacher, but in delicate health. The room is hardly large enough for the number of little ones, and insufficiently lighted when the curtain is drawn. The buildings are handsome, and contain a master's residence. There is need of some good class-rooms.

November 26th.—St. Stephen's: There are 6 classes of boys, under a master trained at Westminster, with a pupil teacher and class of monitors paid 2*d.* per week; they are generally clean and orderly, making fair progress in some subjects, but deficient in arithmetic; the master is intelligent, but not in good health. Much hindrance arises both to the order and progress of this and the girls' schools by their juxtaposition with only a low partition between them. There is great want also of books and apparatus. School-hours only 4½ per day in winter.

Girls: The girls are in 6 classes, under an experienced mistress, with a class of paid monitors, in good order, but unpunctual; they are making fair progress in reading, writing, and knowledge of Scripture history and Catechism, but deficient in arithmetic; the mistress shows some skill in teaching, and seems much liked by the children; the fees have been advantageously raised in these schools, and there has been a consequent increase of funds; the charge is now only 2*d.* per week; the dame-schools in same district charge 3*d.*, 4*d.*, and 6*d.*

Kippax, November 18th.—A school in the course of erection, at the expense of Mr. Bland, of Kippax Park, intended for infants; the building is neat, and contains a teacher's residence, with a tolerable playground well enclosed. There seems much need of this school for a population chiefly of miners and lime-burners.

Kirkburton, March 10th.—This is a girls' school, under a mistress not regularly trained; in a good state of discipline; the children are very neat, but too much crowded in class; making very fair progress, with much improvement, I am told, in needlework. There is a right of footpath through the playground; the ventilation of the room is defective; the building is neat; the mistress kind to the children and devoted to her work.

Boys: This is an endowed school for boys, not under inspection. I visited it with the Rev. R. Collins, the incumbent of the parish. There are 9 classes, under a master who has been teaching schools for 30 years; the children are in a tolerable state of discipline, and apparently making good progress, especially in arithmetic; I did not examine them at any length. The school has lately been rebuilt by the trustees; it is a neat and substantial building.

Kirkstall, March 4th.—The boys are in 8 classes, under a trained

master, with one pupil teacher; in a fair state of discipline, but there are too many for the accurate supervision of the master; and the 2 lower classes are more fit for an infant than juvenile school; their progress in the upper classes is very fair, but they are deficient in Catechism; the master is very active, and with much knowledge of his profession, but requires more assistance in his school; the monitors receive tickets of good conduct, but are of little use in teaching, some of them allowing young children to read the Book of Revelations!

Girls: The girls are in 6 classes, under 1 mistress; in good order; reading and writing well, and showing some knowledge of Holy Scripture, but imperfect in Catechism, and making little progress in arithmetic; the mistress is painstaking, but wants confidence; the number of girls is not at all proportionate to that of boys. The ventilation of the rooms very imperfect; the building is handsome, and well situated; there is a master's residence and committee-rooms adjoining.

Knottingley, November 17th.—There are 5 classes of boys, under a master of good experience trained at Westminster; in an imperfect state as to discipline; irregular and unpunctual in attendance, and restless and talkative in school; their progress is fair, much more evident in the 1st than in the 2nd class; there are too many young children in the room, who are either noisy, or take up too much of a teacher's attention; there is great want of books and apparatus of all kinds.

Girls: In the girls' room there are 4 classes, under a mistress trained at Westminster; generally in good order, clean and tidy in dress; making better progress than the boys in knowledge of Scripture and Catechism, but deficient, like them, in arithmetic; the mistress is a kind and good teacher. The younger class should be in an infant-room, of which there is much want. These schools are much hindered by the unsettled lives of the parents, who are much employed on barges, and take their families away with them for months together.

Leeds, May 25th.—St. Andrew's: The school has only been open 6 weeks; there are 4 classes of boys, under a master trained at Battersea; as yet in a very imperfect state of discipline, but making fair progress for the time that the school has been at work; the master seems well qualified for his place, and shows some skill in teaching; there is great want of all kinds of apparatus. No corporal punishment has yet been used in the school. On Sunday there are 243 children present.

Girls: The girls are in 5 classes, under a mistress not regularly trained; generally clean and neat, but not yet attentive; they are proceeding fairly in their different subjects of instruction; are most deficient in arithmetic; the mistress seems earnest and gentle; the building is very handsome and substantial, with teacher's residence, and tolerably sized playground well enclosed.

Infants: The infant-school was not at work at the date of my visit. At a subsequent visit (July 31st) it was in operation, and promising well; the juvenile schools were steadily increasing in numbers.

March 9th.—Edgar-street: This school is on the British and Foreign system, and connected with that Society. There are 7 classes of boys and girls together, under a master trained at Glasgow, 1 assistant, and 1 mistress; in a pleasing state of order, making satisfactory progress, except in arithmetic; the Church Catechism is not taught; the master has much skill in teaching on Mr. Stowe's method; the committee of management are active and zealous in the improvement of the school. The building accounts are not yet ready for audit.

March 13th.—Infant (Model): An average attendance of 110 children, under an experienced master and mistress (his wife); in a satisfactory state of order; generally clean and neat; they are kindly and intelligently taught, and making good progress; reading and spelling on a very good method; the master shows much power, not only in teaching, but in training the children, and giving them good habits.

Lofthouse, February 25th.—A mixed school in 4 classes, under a master trained at Westminster; well disciplined, and making fair progress for the time that it has been at work; behindhand in arithmetic; the master seems an intelligent and steady young man; the building is very neat, and the work substantially done. The character of the village is, I am told, much improved since the residence of the clergyman and the establishment of the school.

Methley, February 26th.—These schools are not under inspection. I visited them with the rector (Hon. and Rev. P. Savile). There are 4 classes of boys, under a master trained at York; in good order. I briefly examined the 1st class in English history; their knowledge of it is small.

Girls: The girls' school is in a separate building; there are 4 classes, under a mistress not regularly trained; in pleasing state of discipline, and making, I conceive, good progress; they seem to be kindly and intelligently taught.

Pudsey, March 2nd.—(Far Town): A school of boys and girls mixed, chiefly short-timers, in 5 classes, under a master trained at Westminster, with sewing-mistress in the afternoon; in an imperfect state of discipline; the children are inattentive and talkative, and making moderate progress; deficient in arithmetic. The school has only been open 9 months; the building is neat and substantial, with a master's residence which has only one bed-room; the master seems a steady and painstaking man.

Sculcoates, November 23rd.—A girls' school, in 5 classes, under a mistress not regularly trained; not in good order; the children are inattentive and talkative, and untidy in dress; their progress is small; the 2 upper classes read fairly, but answer few questions

intelligently; neither writing nor arithmetic is of the usual standard; the Catechism is imperfectly known; there is much unpunctuality in attendance—many children lose nearly an hour in the day; the whole of Wednesday is devoted to needlework, as well as the afternoons of other days.

Boys: This school is not under inspection. I visited it at the desire of the committee of management, but did not examine the children. There are 6 classes of boys, under a master who has been teaching here 19 years; the room, which is spacious, but inconvenient and dirty, is built on land the property of the Poor Law Guardians.

Sowerby, March 12th.—St. George: A mixed school, in 8 classes, under a master trained at York, with a sewing-mistress in the afternoon; many of the children short-timers; the school has only been open 3 months; the discipline is very bad; children dirty and disorderly; their progress in the 1st class is fair, with much deficiency in arithmetic; the other classes are yet very ignorant; the master seems intelligent, but not a good disciplinarian; the west side of the room is damp; it is badly ventilated.

Infants: The infant-school has an average attendance of 60 children, under an untrained mistress, ignorant of infant system, formerly mistress of dame-school, and transferred here with her children; she is kind to them, and teaches them carefully according to her ability; the building is handsome, but inconveniently planned in the lower story.

Wakefield, February 23rd.—St. Andrew's: A mixed school, which has only been open 4 months. There are 3 classes, hardly yet settled, under a master trained at Westminster, with a sewing-mistress in the afternoon; in very good order; children neat and pleasing in manner, and making very fair progress; they are evidently taught intelligently; many could not read when they entered the school; they now make intelligent answers in 1st and part of 2nd class; there are many good rules in this school. Cards of attendance and conduct are given to the children to take home to their parents for inspection.

Infants: The infants are under a mistress trained at the Home and Colonial Institution, with an assistant in the junior room; in excellent order, and making fair progress. The clergyman (Rev. W. R. Bowditch) gives much time to these schools, always opening them himself, and giving Scriptural instruction; the doors are closed at 9, and children not admitted afterwards; the building is neat, with playgrounds of good size, and residences for two teachers.

February 23rd.—Trinity: There is no appropriate school building here; the children are taught in rooms of a factory. I went with the incumbent (Rev. — Tait) to view a site for building adjacent to the churchyard. It is convenient, dry, and airy.

Wath, April 3rd.—The boys are in 4 classes, under an untrained master (not methodically arranged); in a moderate state of dis-

cipline, but clean and neat; making tolerable progress in reading and writing; with some knowledge of Holy Scripture, but deficient in arithmetic; learning no other subjects; the master seems tolerably qualified for his place, and kind to the children; the room is inconvenient, too small, and ill ventilated.

Girls: The girls are in 2 classes, under the master's wife, in an adjoining room belonging to the dwelling-house; crowded together, and irregular in arrangement, but clean, tidy, and generally attentive; the girls read better than the boys, and answer questions in Holy Scripture fairly; repeat the Catechism, and write well; there are no prayers either at opening or closing the school; the building is not of modern date—situate about half a mile from the town.

Infants: The infants are under a mistress with an assistant, in a hired building in the centre of the town; the little ones are in tolerable order, and making some progress in simple subjects. This school has been established, and is chiefly supported, by a sister of the vicar (Rev. H. Partington); the rooms are not well ventilated, nor convenient in other respects.

Wrenthorpe.—The boys are in 4 classes, under an untrained master; in a very poor state of discipline, rude in manner, and restless in class; they are making very little progress; reading even of the 1st class very imperfect; hardly any questions answered; Catechism repeated by rote; some tolerable writing; very little and incorrect arithmetic. The master does not seem to have any qualifications as a teacher—is a musical man, and plays the fiddle, whilst the children sing very loudly.

Girls: The girls are in 4 classes, under the master's wife, also untrained, in the same room with the boys, and separated from them by a curtain; they are inattentive and talkative; their progress s rather better than that of the boys; only 2 learn arithmetic; few questions are asked in either school. The building is neat, but badly ventilated; it is situate at Potovers, from which place it is said that there are more offenders committed to prison than any place of the size in Yorkshire. I have not seen the trust-deed of this school.

CHESHIRE.

Barnton.—May 9: The boys are in 5 classes, under an untrained master, in a moderate state of discipline. This school has only been at work 8 months; the children are neat and clean, but inattentive, and broadly provincial in speech. Their progress is small; reading is indistinct; few questions correctly answered; the Catechism is imperfectly repeated; they are deficient in arithmetic. The master is a good man, and earnest in his profession.

Girls: The girls are in 5 classes under his wife, also untrained; their state of discipline and progress is much the same as that of the boys; they do not seem naturally quick. This school is chiefly

owing to the exertions of the Rev. R. Greenall, of Stretton. The building is very neat, in a good garden, with a master's residence. All the arrangements are good, and may hereafter prove of much benefit to the place.

Grappenhall.—May 7th: This school is yet building, in an admirable situation; will be neat and convenient in its arrangements; will contain a master's residence, enclosed in a good garden.

Parish.—May 7th: These schools are in a building erected against one of the church-windows (in 1819); they are dark, inconvenient in size, and in bad repair. A corner of the churchyard is desecrated for a playground. There are about 40 boys, under an untrained master, in the room above; and about 50 girls, under an untrained mistress, below. There is an endowment of 10*l.* per annum.

Latchford.—May 7th: Girls and infants under a partially-trained mistress, in 5 classes, in a very fair state of discipline, clean, neat, and orderly; it is almost a new school; the children are making fair progress; the Catechism is not taught. The mistress seems active and interested in her work. Almost the whole of the school were taken away a short time since by a previous mistress, who has established a school in the village. The site, and 150*l.*, given by Mr. J. Greenall.

St. James.—This school is wrongly placed in the list of the Committee of Council; is called an infant-school; has several girls 11 years of age in it. The children are in 7 classes, under a mistress trained at the Home and Colonial; are clean and neat; make intelligent answers, and are in good order. The mistress has an assistant; both appear well qualified for their situations. The building is neat and substantial, conveniently arranged and situated for a juvenile school.

WALES.

Denbigh.—June 1st, 2nd, 3rd: This school is yet in the course of erection. I visited it to examine the site, which was objected to as unhealthy and miasmatic. I made certain suggestions for its improvement, by removing stagnant pools, covering some drains, and enlarging water-courses.

Llanrywst.—June 3rd: National school now building; I visited it with the architect, Mr. Kennedy. It contains 2 rooms, with class-room between and a master's house adjacent. The building is handsome and substantial.

Llanrhyllan.—June 4:—A school not under inspection, in 4 (or 5) classes, under a middle-aged and untrained master; the boys and girls together. Only 9 children present of 44 on the books. They are quiet, clean, and healthy in looks; 2 read the New Testament; only 1 makes any answer. It seems that about half the school read dissyllables, 18 write in copybooks, 6 learn arithmetic;

only 2 seem to learn the commandments. Lord Willoughby d'Eresby pays 10*l.* per annum towards the master's stipend; Col. Douglas Pennant, 10*l.* The children pay 1*d.* per week, making perhaps 5*l.*

In this general list I have endeavoured to give, in as few words as possible, some idea of the organization and state of every school visited in my late tour of inspection. Many of them were, from various circumstances, not fully examined. Of their progress, therefore, in the different subjects of instruction I could form no idea. Others—not being under inspection except for certain economical purposes—were not examined at all. I should state that the examination of elementary schools by Her Majesty's Inspectors consists of an inquiry into *all* the subjects taught in it, and from *every* child present. Much time is requisite, that this be done carefully with the patience that young and timid children require. Such an examination has little charms for the amateur who is accustomed to exhibitions where the upper classes only of a school are examined, and in subjects previously studied for this purpose. Several of these "public examinations," as they are called, I have attended in the course of my late tour; and as this is a subject of much importance to the well-doing of schools, I shall take the liberty of making a few remarks on them. First; the time which is lost in making preparation for them, as they are at present conducted in some places, is no small portion of the "quarter's schooling." I have found the 1st class of a large and very important school *six weeks* before the annual examination, preparing for it; *cramming*—to use the common phrase—the different subjects under the skilful hand of the master. It is, I know, said that the time spent in such preparation is not wasted, for the particular lessons thus prepared are well and therefore profitably learned. But it seems very doubtful if this be the case; for a lesson thus separated from the usual subjects of instruction, and losing its connection with them, is rarely received with intelligence, and is therefore retained with difficulty. But there are other evils of these public examinations; the examiners on such occasions are usually the clergymen, or committee of management, friends to the school, naturally desirous that it should appear to the best advantage, disposed to judge favourably of it, and unwilling to probe too deeply into its weak points, if any should appear before the eyes of the public. I shall not be misunderstood to say that there is anything unfair or at all deceptive in their conduct; but I speak simply of the well-known fact, that we are all bad judges in our own case, and that it requires an unusual amount both of self-denial and earnestness to expose, even for their future benefit, the deficiencies of those in whom we are much interested. At an examination which I attended of a large school in one of the manufacturing towns of Lan-

cashire, the following were the proceedings, according to the "programme," which was carefully arranged by the master and mistress. The sole examiner was the incumbent of the district. The infants sang a hymn, and were questioned in the history of Moses. Their answers were correct, but mechanical. The Collect for the week was then repeated by the 1st class of girls, and some leading questions asked, very few of which were answered correctly. Some questions also on the Lord's Prayer received like answers. The Catechism was then repeated by heart; the 1st class being allowed to say "Spontius Spilate" and "baptiz" without correction. The girls (1st class) then read a chapter of the book of Genesis, on which no questions were asked. Many children were inaudible—several made gross mistakes, which were not pointed out to them. The 2nd class read a chapter in the Gospel of Saint John in the same manner. It was merely a reading exercise, and might as profitably have been in a newspaper as in the Bible. The boys then sang one or two glees! pleasantly enough, and afterwards proceeded to read a chapter in Saint John's Gospel very incorrectly—the second class were unable to read it—no corrections were attempted either by the master or the examiner. Some questions then, in its own words, were asked out of the chapter, and answers were made, also in its words. Two questions only were given which were not in the book before the children's eyes—neither of them was answered correctly. Examination in geography came next, which consisted in one boy pointing out the different countries in Europe, and the others—one always leading them—calling out the names of their chief cities. The 1st class of girls then answered "questions in the Old and New Testament," always in the words of the book. When one or two simple questions, not contained in it, were asked, the mistress quietly said, "They hav'nt learned any further." "Scripture History in Verse," and "Faith and Duty," were monotonously repeated by the upper children, which, with the exhibition of their copy-books, the repetition of pence and multiplication tables—"not to the end"—and a hymn, completed the morning's proceedings.

Is this to be called an examination? And there were others, *mutatis mutandis*, much like it. Or is it only a solemn and self-deluding mockery of what an examination should be—an encouragement to the ancient rote-system—and at least a negative hindrance to all intelligent and useful teaching? If, year after year, the managers of the school are satisfied with such a counterfeit, what likelihood is there that the schoolmaster will endeavour to produce the reality? I may add, that in three schools where I have witnessed such an exhibition, the progress is lamentably small.

But to return to the general subject.

Progress.

With regard to the progress of the children in the different subjects of instruction, the returns from those schools which were fully examined in my late tour give the following information:—

At these schools there were present at the time of examination 15,466 children.

Of this number were—

Learning the alphabet . . .	2,492 or 1 in $6\frac{1}{4}$
Spelling monosyllables . . .	3,029 or 1 in $5\frac{1}{9}$
Beginning to read . . .	2,144 or 1 in $7\frac{1}{4}$
Reading simple narratives . .	3,795 or 1 in $4\frac{1}{15}$
Reading with ease . . .	4,006 or 1 in 4 nearly.
	15,466

Of the whole number there are—

Repeating the Catechism fairly	.	4,770 or 1 in $3\frac{1}{4}$
Writing on slates . . .	.	8,838 or more than $\frac{1}{2}$
Writing on paper . . .	.	5,037 more than 1 in 3
Writing from dictation . .	.	2,402 or 1 in $6\frac{1}{2}$
Learning Arithmetic (1st rules)	.	4,569 or 1 in $3\frac{1}{3}$ nearly.
Do. Compound Rules .	.	1,168 or 1 in $13\frac{1}{4}$
Do. Rule of Three .	.	351 or 1 in 44
Do. Fractions . .	.	79 or 1 in $195\frac{3}{4}$
Do. Mental Arithmetic .	.	1,008 or 1 in $15\frac{1}{3}$
Do. Geography . .	.	3,161 or 1 in $4\frac{2}{3}$ nearly
Do English Grammar .	.	1,888 or 1 in $8\frac{1}{6}$
Do. English History .	.	1,362 or 1 in $11\frac{1}{2}$ about.
Do. Vocal Music . .	.	3,339 or 1 in $4\frac{2}{3}$ nearly.
Do. Drawing . .	.	401 or 1 in $38\frac{1}{2}$ nearly.
Do. Land Surveying .	.	12 or 1 in 1288

It must, I think, be confessed that these returns give, in many important points, an unsatisfactory answer to the question as to progress. For instance, it is unsatisfactory that half of the whole number of children, in our elementary schools, have no higher attainments than "beginning to read," in which expression—as I have been accustomed to interpret it, according to the rule of charity—the weary repetition of monosyllabic words in sentences is included.

Again, that two-thirds of them are unable even to repeat the Catechism, making all allowance for the tender years of many of the lower classes, is hardly creditable to our church schools.

Again, under the term "writing on slates," the first efforts of the child's hand, whether in straight strokes or curves, in single letters or figures, are noted. Nearly one-half the children, it seems, either from the inability of the scanty school-funds to purchase slates and pencils, or from other and less excusable reasons, have not arrived at this step of their instruction.

We find also only about 1 in every 3 children writing in a copy-book. The quality of the writing is better, on the whole,

than the quantity; but this latter ought surely to be considerably increased. Of those also (1 in 3¼) who profess the first rules of arithmetic, a great number cannot do a sum in simple addition without help.

Reading.

With regard also to the general character of reading, though it is for the most part *correct* in the upper classes of our National schools, yet it is rarely, and only in individual instances, *expressive.* I have never felt myself warranted in marking a whole class, as (according to the term given in the examination table in special reports) "reading with expression." It may generally be described as "reading with ease"—a term which by no means implies right intelligence of the subject-matter of the lesson. Indeed, when the reading lesson is finished, and one begins to question the children, it is frequently evident that several even of the 1st class, and in our best schools, have little understanding of that which they have just read, or of other points connected with it. I am not now speaking of the amount of their knowledge, but of their intelligent apprehension of the daily work of the class. The meaning of words—and those the most important in the sentence—is often only guessed at, and most absurdly. And if, according to Professor Moseley's test, the meaning of a sentence be desired—if the children be requested to put it in other and their own words, they are very rarely indeed successful. Not that it is to be expected either that they should define the meaning of a word, or of a whole sentence, accurately, or that they should be able to express to an examiner all that they understand; but he may fairly require that intelligent reception of their lesson, generally to be recognised even when children are nervous and afraid to answer him, without which the whole of it is a merely mechanical and parrot-like exercise of the vocal powers. And if he proceed from the matter of the daily lesson, or the subjects of particular instruction, to inquire into their general knowledge on common and familiar topics, of things on which their eyes are daily fixed, and of which they must continually hear something, he will, for the most part, meet with almost inconceivable ignorance or want of observation. In country schools, for instance, sometimes in the 1st class, commonly in the remainder of the school, the children seem to have little knowledge of trees, plants, flowers, &c. To them a tree is not an oak, or an ash, or a beech, or an elm, but a tree. They can rarely name the most common evergreen and deciduous trees, or the purposes for which the different kinds of timber are used. Their acquaintance with flowers is almost as limited. The rose, and the violet, and the daisy, and the dandelion, are, not uncommonly, all that they distinguish from the general

term of "flowers." Of birds also and beasts they remark little of the colour, size, shape, food, habits, &c. In towns, as might perhaps be expected, sparrows, pigeons, and domestic poultry are often the only birds which the children recognise. Bull-dogs and "hunting-dogs" are to them the representatives of the canine race. One individual is the type of the whole species. The cow is always black, or the cat white, or the dog brown, according to the specimen which has been before their eyes, at home or "at the neighbour's." In the large manufacturing towns I have several times found children not knowing the rose nor any other flower—ignorant of the change of seasons and their names—of the names of the months, even of the days of the week—of the different kinds of meat, especially of veal. Their knowledge on this latter point is not unfrequently that of a poor lad, whom, when at his dinner of bread and meat, I asked what he was eating? "Loo'af and flesh" was his reply. At one school, in an agricultural district of Lancashire, many boys in the 1st class did not answer one single question during the whole of the examination. The younger children in the 3rd class of girls did not appear to know what a sheep is, or what its flesh is called when killed. They said that "beef is the flesh of a horse, of a sheep," &c. They are the children chiefly of market-gardeners. At another school (in Yorkshire) the boys of the 1st class said that the "people of England were of the Jewish religion!"

It may be said that these things are not the direct objects of school teaching, and therefore that the master is not accountable for such a state of ignorance. But if this be so to a certain extent, the same excuse cannot be made for the half-knowledge, or merely mechanical reception, of subjects taught directly in the school—as for instance the History of England, where I have been told by children in the first class of schools, that "Herod was the first king after the Norman Conquest," that "Queen Elizabeth was of the family of David:" or Geography, where (in first classes also) children have said that "Cilicia was in Gamaliel," that "Samaria was the wife of Jacob," that "the Rhine was in London, Jerusalem, Galilee," &c.

Or again, in Grammar, where, by seven boys in a first class, answers were given, that there were three, four, five, six, and nine parts of speech. I will not mention instances of equal ignorance or heedlessness in Holy Scripture, which occur not rarely in the first classes of our national schools; not in the whole class, but in a portion of it. I will only show by one example how little of one exercise, which children repeat very glibly, is understood by them at all. I set the first and second classes of a Lancashire (and not unimportant) school to write me the six last commandments on their slates. In the fifth commandment nearly all wrote "that thy days may belong to

the land." In the sixth, several had "Thou shalt do no mordy.'' In the seventh, "Thou shalt not comet a Dolly." In the ninth, "Thou shalt not bare fals wites agenst thy naber."

I need not say that they copied a good deal one from the other, and that the above composition was the result of their united inventions. There is, doubtless, a very low standard of attainments in the majority of these National schools; and, speaking of such as are included in this Report, I have no hesitation in saying, that in the greater part of them the chief knowledge acquired is a moderate acquaintance with Holy Scripture in its history and doctrine, the Church Catechism by heart, the power of writing fairly, of spelling tolerably, of working sums in the four compound rules and simple proportion, with a mere smattering of English History, Grammar, and Geography, and that these subjects are attempted only by two (rarely by three) classes in each school, and, which is very important to observe, are not, as a general rule, intelligently received by half the children in each of those classes.

Is the master then deserving of heavy censure? Is he unfit for his situation, deficient in knowledge, or unskilful in imparting it? I believe that in many instances no further blame can justly be laid on the teacher, whether male or female, than that of having undertaken a work which it is *impossible* for any man or woman to perform, *i. e.* to educate too many children and in too short a space of time. The upper part of the school and the upper part of the classes in it, receive all the rays of light that come from him; the rest is in darkness. He may stir himself for a while to dispel it, but, wearied with the task, he will most surely return to those few out of the many who alone seem to benefit by his teaching. Whatever be the cost, we must have more, many more, and well-qualified teachers in our schools, if the work not only of education but of mere instruction is to proceed successfully.

I must add that in all the schools which came under my notice, where the number of intelligent teachers is fairly proportionate to the number of pupils, satisfactory progress is made, and other proofs of right education given, even in the present short schooltime of the children in our elementary institutions. By referring to my lists, I find fourteen schools visited in my late tour marked as taught entirely "by rote," without any sign of intelligence. Only one of these is a large school, where the number of children is out of the master's power; the remainder are under teachers altogether inefficient.

It will be convenient to speak in this place of school teachers, their number, qualifications, stipends, &c.

Teachers.

In 330 schools visited during this year in the northern dis-

trict, the greater part of them being in the county of Lancaster, I have found 363 teachers.

Of this number	174	are men and youths
„	189	are women and girls
	363	

Three or four have been teaching above twenty years in these schools. By far the greater number have entered upon their office within the last five years. Of the whole number there are—

	Trained.	Untrained.
Males . . .	83	91
Females . . .	50	139
	133	230

It seems, therefore, that more than 1 in 3 of the teachers of that part of the northern district have been duly prepared for their office; or, considering the masters and mistresses separately, that nearly half the masters in the northern district have been in training for their duties, and more than 1 in 4 of the mistresses. In this respect then there is evident improvement since the date of my last Report (1844) in this part of the country. At that time about 1 in 4 of the whole number of teachers had been trained, many of them for a very short time —of the masters 1 in 3½ nearly, of the mistresses rather more than 1 in 6. There are therefore now many more trained teachers in the northern schools, and they have, with few exceptions, been at their place of training for a longer period; and thus not only obtained more of its instruction, but have carried away more of its character, deeply engraven on and in them.

Besides these there are many others who have in some degree prepared themselves for the duties of the office which they fill, by going a while to some model national school, and taking a share in its teaching under the directions of the master. There are good schools of this class in Manchester, Liverpool, Bolton, and Sheffield; also Leeds, Richmond, Carlisle, Durham, and other places in the northern district. But though in these model schools the teacher may acquire some insight into the art of teaching, and may, as they often word it, "learn the system,"—a phrase which to my mind conveys no very definite idea of its meaning,—yet in such circumstances his own character as a trainer will probably be little formed. His mind may be occupied and instructed, whilst his heart may remain unaffected by, and indeed unaware of, the great responsibility he is about to take on himself as a teacher of youth. It is therefore no injustice to such persons to consider them as untrained, and to fear that they are not unfrequently deficient in the most im portant part of a teacher's qualifications.

There are others, who, not intended originally for this profession, have by long experience and much observation of children's ways and feelings, as well as by diligent self-teaching, qualified themselves excellently for their work, and become valuable instructors of our national schools. And there are others, few in number, who are grossly ignorant, not only of their own peculiar duties, but without knowledge of any kind, or desire for acquiring it—men and women, respectable in their private character, and inoffensive in other respects, but actively mischievous in filling situations for which they have no fitness. One of these worthies, in answer to my question on the subject, told me that the children of his school "were taught Mr. *Primer's* prayers," meaning those contained in the Primer. Another in reading Acts ch. xviii. spoke of *Sen*chrea and Gallio, and taught his scholars wisdom by such copy-heads as the following:—

"Cross almost every copy you finish with philosophy."
"A good current hand commonly commands admiration."
"Demonstration accelerates improvement."

Another began a lesson in Geography with this startling question—"How's the world?" A fourth replied to my inquiry about the number of children "reading" in the school, "They don't all read regular as belongs the lasses' bench."

Teachers such as these are to be found only in the small and ill-paid village schools, where however it is equally important that the children be taught something more than the blunders of the veriest ignorance, or the absurdities of vulgar pedantry.

In my late tour I met with seven masters about to leave their schools for the purpose of admission into the holy orders of our Church. Five of them had been trained in diocesan training colleges for the office of national schoolmaster. I do not think that any one of them has been in his present situation four years. I cannot but lament that their services will be lost to the Church in that field of her labour for which they were specially exercised, and in which it is not unreasonable to suppose they might have done her better service than in any other though higher office.

The number of teachers in schools, both of masters and mistresses, in the northern district, is still quite insufficient for the work to be done by them. We find in 330 schools only 363 teachers, not including in this term sewing mistresses, who teach nothing but needlework; and irregular and uncertainly paid monitors. It follows, therefore, that only in 33 out of the whole number of schools is there more than one teacher! and the average number of children in these schools is

On the Books	Average Attendance.
111⅓	80½

In considering the teacher's position it will be fair to take in view only the lower number of those children that is in usual attendance on his teaching. This number then is 80, a number far beyond the power of any man or woman to educate really. In the various pamphlets, letters, and remarks which have been published lately on the subject, different opinions have been given by those, who are well qualified to judge, on the maximum number of children that may fairly be intrusted to the teaching and training of one person.

The Vicar of Leeds, in his Letter to the Bishop of St. David's (p. 23), "considers that no master should have charge of more than 60 scholars, unless aided by an apprentice." Mr. Burgess, in his Letter to Dr. Hook, (p. 14), "agrees with him on this point." The Rev. R. Surtees, in his Letter to the Bishop of Ripon (p. 26), calculates "on one master and two pupil-teachers for 100 boys; and (p. 29) one mistress and one pupil-teacher for 70 girls." And the author of some very valuable 'Remarks, &c., by one of the Clergy of the Manufacturing District and Parish of Manchester,' does "not object to the ratio assumed by the Vicar of Leeds, as between the master and scholars."

I am, however, still of opinion that the maximum number of children under one teacher should not exceed 50. But the average number in the schools inspected this year is, as we have seen, 80; whilst the actual number in some of the larger and more important schools is considerably greater. I add below a few of the most striking instances of excess in this particular:—

Blackburn, St. John . .	140 boys under 1 master
Ditto	115 girls under 1 mistress
Bolton, Emmanuel . . .	230 boys under 1 master and assistant
Ditto	150 girls under 1 mistress and assistant
Bolton, Trinity	260 boys under 1 master
Ditto	150 girls under 1 mistress
Burnley parish	210 boys under 1 master
Clitheroe National . . .	130 boys under 1 master
Ditto	117 girls under 1 mistress
Heywood, St. James . .	180 boys and girls under 1 master
Liverpool, Christ Church .	207 boys under 1 master
Ditto, Naylor-street . . .	140 boys under 1 master
Ditto	120 girls under 1 mistress
Oldham, St. Peter's . .	170 boys under 1 master
Preston, St. Thomas . .	185 boys under 1 master
Ditto	164 girls under 1 mistress
Ditto, St. Mary's . . .	130 boys under 1 master
Rochdale	235 boys and girls under 1 master
Salford, Great George-street	150 boys under 1 master and 1 assistant
Small Bridge	147 girls under 1 mistress
Walton-le-Dale	161 boys and girls under 1 master
Wensley Fold	186 boys and girls under 1 master

Total 3677 under 25 teachers.

Yorkshire.

Doncaster . . .	242	boys under 1 master and 1 assistant
Ditto	160	girls under 1 mistress and 1 assistant
Hull, St. James . .	178	boys under 1 master and 1 assistant
Kirkstall . . .	145	boys under 1 master
Pudsey (Far Town) .	170	boys and girls under 1 master
Total	895	under 8 teachers.

Making in these schools on an average 147 children to 1 teacher in Lancashire,
,, ,, ,, 112 (nearly) to 1 ,, in Yorkshire.

The assistants also are in general young, requiring much attention from the head teacher and certainly altogether unequal to the average number of children which by this calculation are to be educated by them. And it must be remembered that I have calculated only the usual attendance. At times, owing to the circumstances of trade, &c., this attendance is very greatly increased. For instance, on the day of my visit to Ashton-under-Lyne, St. Peter's, there were present in the three schools, boys, girls, and infants—

							Excess.
	489	children	where the	average	attendance	is 381	108
At Liverpool, St. Barnabas, present	620	,,	,,	,,	,,	525	95
Preston Trinity .	343	,,	,,	,,	,,	280	63

So that the calculation of the "usual attendance" is hardly fair for the master, and does not show all the evil to which he is exposed from the overwhelming mass of, for the most part, ignorant and undisciplined children, on which he has to work to bring it into shape and order.

Deficiency of Number of Teachers.

If we take 95 as the number of children for which teachers should be provided in schools where the number on books is 111, and the average attendance 80, then in 330 schools we shall require provision for 31,350 children, which will be, at the rate of 50 children to each teacher, 627 teachers; but the number now employed being only 363, we have already in this part of the northern district a deficiency of 264 masters and mistresses; and supposing, according to the proportion noted above between males and females, rather more than one half of the required number (264) were mistresses and the remainder male teachers, or 134 mistresses and 130 masters, considering their stipends at the minimum of 30*l.* in the one case, and 50*l.* in the other, *i. e.*—

	£.
164 mistresses at 30*l.* per annum . . .	4,920
160 masters at 50*l.* per annum . . .	8,000
	12,920—

we should require 12,920*l.* per annum to furnish these schools alone with fitting teachers at a very moderate stipend.

Stipends.

I will now, from the returns made by the clergymen and schoolmasters, show what the teachers' stipends actually are in Lancashire. These returns make the payments of 234 teachers to be 9676*l.* 10*s*, or—

	£	s.
111 masters receiving	5,716	10
123 mistresses	3,960	0—

which gives an average payment in this county to masters of 51*l.* 10*s.*, to mistresses 32*l.* 4*s.* nearly. The highest payment to a master is 110*l.*; lowest, 10*l.*, with a house. The highest payment to a mistress is 70*l.*; lowest, 6*l.*, with a house.

The scale of payments is thus:—

£.		Masters	Mistresses
100	and upwards	3	0
90	,,	3	0
80	,,	9	0
70	,,	14	1
60	,,	14	4
50	,,	20	9
40	,,	17	25
30	,,	14	39
20	,,	14	26
10	,,	3	18
below 10	,,	0	1
		111	123

It is worth remarking that 37, *i. e.* one-third of the whole number of masters, are receiving stipends varying from 40*l.* to 60*l.*; and that 65, *i. e.* above one-half of the mistresses, are paid from 30*l.* to 50*l.* These are the most common rates. One regrets to see that 19 female teachers are receiving for their services a smaller sum than 20*l.* per annum!

Of 111 masters 35 only (not one-third) have houses rent free.

Of 123 mistresses only 28 (rather more than 1 in 4) have residences provided for them.

Besides these head teachers of schools, the stipends of 30 assistants, male and female, are returned:—

	£.	s.	d
30 assistant teachers receive	303	10	0
Average payment	10	2	4

Two or three of these have rooms allotted to them in the teachers' residence.

I have before (Report, 1845,) stated my belief that the minimum stipend of the head master of a national school should be 60*l.* and a house rent free; of the head mistress, 40*l.* and a house also.

	£.	s.
At this rate, 111 masters at 60*l.* . . .	6,660	0
123 mistresses at 40*l.* . . .	4,920	0
	11,580	0
But the sum actually received by them is . .	9,676	10
Deficiency	1,903	10

There is therefore a considerable deficiency in this respect. But this is not all.

There should be also 111 houses for masters ,, ,, 123 ,, mistresses	234
Whilst there are but 35 of the one and 28 of the other	63
Deficiency	171

That is, there is a deficiency of accommodation to this amount, though it is obvious 171 additional houses are not required, as many of the teachers in schools are man and wife.

The position therefore of teachers in a pecuniary view is not satisfactory, though it is, I believe, improving. In order to make a better income many masters hold offices and are busied with employments which interrupt in a greater or less degree the work of the school.

At one place in Yorkshire I found a knot of "private pupils" seated at one end of the room, whilst the other children were standing in class, to whom the master gave the greater part of his thoughts and time, as the most profitable objects, to the great hindrance of the other and poorer children, who were very ignorant. He acknowledged the impropriety of this arrangement, but pleaded the insufficiency of his allotted stipend as his excuse. At two places in Lancashire the masters are weavers "between whiles" as they call it. At two others they had, at the time of my visit, been carried away, nothing loath, by surveyors for railways, by the irresistible bait of two guineas per day for their work. It will probably be a long time before these schools produce so much in a month. Other teachers are parish-clerks, sextons, organists, postmasters, registrars, lecturers at mechanics' institutes; two are farmers, one is a brewer, another has a druggist's shop, and all, or the greater part of them, for the same reason—that they can hardly live by their scholastic labour, and must do the best in their power to eke out a sufficient maintenance for their families.

Monitors.

Of monitors, such as they usually are in our national schools, I have nothing to add to my Report of last year, except a deeper conviction of their general inutility, if not, in many cases, absolute hindrance to the work of education. I perfectly agree with the wish that has been more than once expressed to me by observant teachers, "that we were fairly rid of them in our schools."

Deficiency of Funds.

It cannot therefore be denied, and it must not, in any calculation for the improvement of our National schools, be overlooked, that there is a great deficiency of teachers in them, not only of such as are well fitted and duly trained for their

work, but of any sort whatever, in proportion to the number of children usually attending at them. This deficiency arises chiefly, but not entirely, from want of funds for the teachers' proper support and adequate remuneration. It is difficult, under present circumstances, to show the greatness and universality of this want. Paradoxical as it may appear, the very places which really feel it the most frequently show it the least. In many places, from actual inability to pay a superior teacher, an inferior one is retained, at less charge to the managers of the school; and by these means its funds do not appear to be very deficient, not so deficient as those of a school where a better master is employed at a higher salary and with greater inconvenience and embarrassment to its pecuniary resources. But no one who reflects for a moment will doubt which of the two is the most lamentable case. In the same way, a school, without proper apparatus, with a scanty supply of books, with no paid teachers but the solitary one who is struggling there single-handed against all the difficulties of a most trying situation, will be, in a pecuniary point of view, more flourishing than its neighbour, where all these necessaries have been procured with great exertions, and by continued exhaustion of its income. But which is really the poorest? It seems necessary to make these remarks before introducing the Tables of Income and Expenditure, of excess of one or the other, and the cost per child of each school, which follow here, lest in glancing over them it should be fancied that the largest funds invariably constitute the richest school, or that the lowest cost is always a sign of the greatest care and wisdom in their administration. (See Tables, pp. 416—422.)

TABLE I.—INCOME AND

LANCASHIRE.

NAME.	RECEIPTS. Subscriptions and Donations.	Collections.	Endowment.	Fees.	Other Sources.
	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
Accrington, Christ Church	..	..	..	32 12 0	..
Accrington, Infants'	..	20 0 0	..	19 14 2	..
Adlington	6 0 0	..	12 0 0	31 17 0	..
Ashton-under-Lyne	14 6 0	..	..	143 1 2	2 6 4
Astley	25 0 0	..	..	49 12 0	..
Atherton	37 0 0	..	..	45 0 0	..
Bickerstaffe	50 0 0	..	..	84 6 6	..
Blackburn, St. John's	120 0 0	57 0 0	..	81 0 0	..
Blackburn, Trinity	This school has only been open a few months.				
Bolton, Emmanuel	31 18 0	29 4 0	..	130 6 10	10 0 0
Bolton, Trinity	39 19 0	..	52 10 0	40 6 0	..
Briercliffe	7 0 0	11 0 0	..	20 0 0	..
Buckhurst	..	..	..	20 16 0	..
Burnley, St. James	5 0 0	5 0 0	..	21 12 0	..
Bury, St. Paul	12 0 0	12 0 0	..	39 0 0	10 0 0
Busk in Oswaldtwistle	10 0 0	..	..	23 0 0	4 0 0
Chorley, Botany Bay	6 0 0	..	..	14 0 0	10 0 0 for one yr.
Clayton-le-Moors	50 0 0	..	..	35 14 0	..
Clitheroe, St. James	..	..	..	16 4 2	..
Colne, National	15 0 0	20 0 0	..	72 0 0	..
Colne, Christ Church	..	10 0 0	..	25 18 1	..
Crosby, Great	25 14 0	6 14 6½	..	18 0 0	..
Crosby, Waterloo	100 5 2	41 0 0	..	28 14 0	..
Downham	..	..	36 0 0	23 19 1	..
Eccleston, St. Thomas	..	35 0	..	99 5 1	..
Farnworth, Bolton	..	..	..	75 0 0	..
Farnworth, Warrington	..	30 0 0	..	45 0 0	..
Garstang National	10 0 0	..	..	30 0 0	..
Goodshaw Bootle, Crashaw	29 5 0	..	..	45 0 0	..
Habergham, All Saints	120 0 0	..	..	55 4 0	..
Habergham Eaves	No return received.				
Haydock	25 0 0	20 0 0	6 0 0	19 0 7	..
Heywood, Heady Hill	..	..	..	50 0 0	..
Heywood, St. Luke's	10 0 0 Donation.	..	..	60 0 0	..
Heywood, Mount Street	..	..	..	36 0 0	..
Heywood, St. James	23 0 0	38 1 4	..	95 5 8	..
Higham	..	11 0 0	..	8 0 0	..
Hurst Green	14 3 5½	11 6 8½	..	8 7 6	..
Leigh, Bedford	10 0 0 Donation.	2 10 0	..	65 0 0	..
Leigh, National	22 0 0	12 13 10½	4 11 0	30 6 7	..
Leyland	18 0 0	32 18 9¼	..	17 0 0	..

EXPENDITURE.

LANCASHIRE.

EXPENDITURE.						
Stipends.	Assistants.	Repairs.	Furniture and Apparatus.	Books and Stationery.	Candles and Fuel.	Other Expenses.
£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
90 0 0						
30 0 0	..	..	..	..	3 0 0	2 12 0
31 17 0	..	2 19 5½	5 7 3	3 8 4½		
18 0 0						
165 0 0	20 0 0	..	..	10 8 9	2 19 0	9 4 8
70 0 0	2 12 0	2 0 0	26 10 0	9 9 9	3 0 0	
99 0 0	..	26 1 10	1 8 4	2 7 2	3 0 0	
135 0 0	..	..	..	15 0 0	1 16 0	
140 0 0	8 0 0	10 0 0	20 0 0	38 16 6	14 13 0	15 0 0
116 0 0	30 0 0	..	..	20 2 2	17 2 11	7 4 2
40 6 0	..	12 4 9	..	13 14 0	4 12 5	11 8 11
60 0 0						
20 0 0	..	1 5 0	..	5 0 0	3 0 0	2 0 0
15 0 0						
20 16 0						
60 0 0	..	15 0 0	1 4 0	4 0 0	6 0 0	5 0 0
73 0 0	..	..	5 0 0	6 0 0	4 0 0	5 0 0
35 0 0	..	..	1 0 0	1 5 0	1 10 0	
30 0 0	..	..	..	1 2 2	1 8 0	
98 12 0	22 12 0	5 12 0	18 8 0	2 13 5	2 12 6	
35 0 0	..	1 0 0	0 10 0	0 10 0	3 0 0	
115 0 0	..	1 0 0	18 0 0	2 0 0	7 0 0	
35 18 1	..	2 0 0	8 0 0	3 0 0	2 0 0	1 10 0
36 0 0	..	..	..	3 2 8½	0 9 10½	
102 10 0	6 0 0	4 7 0	..	5 6 6	4 13 5	
86 0 0						
110 0 0						
150 0 0	..	..	..	20 0 0	4 0 0	8 0 0
50 0 0	..	..	..	20 0 0	4 0 0	8 0 0
40 0 0	..	..	..	5 0 0		
45 0 0	..	20 0 0				
42 0 0						
40 0 0	..	10 0 0	2 0 0	10 0 0	5 0 0	
119 0 0						
19 0 0	19 0 0	3 0 0				
29 0 0						
50 0 0	..	3 19 6½	..	3 10 0	2 19 10	
60 0 0	..	..	..	5 0 0	5 0 0	
10 0 0						
36 0 0	..	..	5 0 0	..	5 0 0	
115 0 0	31 4 0	14 0 0	2 14 6	3 18 8	..	4 15 8
20 0 0	..	..	..	..	1 0 0	
10 0 0						
22 0 0	..	..	..	..	1 1 10	
31 4 0	11 13 0	4 14 8½	10 4 10	2 12 2½	3 15 0	5 0 8½
70 0 0	10 0 0	1 0 4½	..	1 1 9	2 14 0	3 11 6
17 0 0	10 0 0	0 9 0	..	13 6 10	3 8 9	10 17 4
20 0 0						

TABLE I.—*continued.*

NAME.	RECEIPTS.					
	Subscriptions and Donations.	Collections.	Endowment.	Fees.	Other Sources.
	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
Liverpool, St. Luke's	77 10 0	..	..	58 0 0	..
Liverpool, St. Barnabas	100 8 0	94 16 8¾	..	112 6 1	..
Liverpool, Christ Church	120 0 0	120 0 0	..	130 0 0	..
Liverpool, St. Martin's	35 0 0	50 0 0	..	150 0 0	..
Liverpool, Windsor	100 0 0	..	..	60 0 0	31 17 0
Liverpool, Naylor Street, St. Bartholomew.	Supported in part by the Church Education Society.				
Liverpool, Everton St. George	86 0 0	75 7 5	..	58 12 9	..
Maghull	..	13 0 4½	..	36 8 0	5 12 5
Manchester, Ancoats	No return received.				
Manchester, St. Barnabas	No return received.				
Manchester, Granby Row	By Church Education Society.			104 8 3	..
Manchester, St Silas	..	100 0 0	..	53 7 2	..
Marsden, Little	..	..	..	36 8 0	..
Mawdesley	..	..	2 0 0	7 0 0	..
Middleton	54 4 0	..	..	87 10 10½	..
Middleton, Barrowfield	..	..	2 12 0	37 14 0	..
Milnrow	..	32 0 0	..	60 0 0	..
Newton-le-Willows	..	..	38 0 0	23 0 0	..
Newton-le-Willows, Girls'	No return received.				
Ormskirk	76 5 4	..	27 3 1	47 16 10	10 0 0
Padgate	26 4 0	..	..	24 16 7½	..
Parr, St. Helen's	..	24 8 6	..	50 17 1½	..
Pemberton, Far Moor, or Orrell	..	..	..	13 18 6	30 0 0
Pemberton, Goose Green	..	..	12 0 0	50 0 0	..
Pemberton, Lamberhead Green	..	..	..	83 4 0	..
Pemberton, Marsh Green	..	..	..	20 0 0	..
Pendleton, Whalley	13 0 0	6 15 0	..	4 10 0	..
Preston, St. Thomas	50 0 0	6 0 0	..	75 0 0	..
Preston, St. Mary's	50 0 0	..	..	52 0 0	..
Preston, Trinity	50 0 0	..	..	Fees, &c.	..
Rainhill	24 11 0	19 19 6	..	40 12 10	2 4 0
Read, Whalley	..	..	..	15 19 3	..
Rochdale	..	..	..	81 11 10	..
Sabden, Heyhouse	20 0 0	..	..	14 10 0	..
Salford, Great George Street	In part by Church Education Society			142 1 11	..
Smithell's Deane	34 12 7	..	..	8 0 0	..
Southport	25 0 0	45 0 0	..	26 12 6	..
Spotland	7 0 0	..	..	33 0 0	..
Stretford	..	35 0 0	..	60 0 0	4 8 7
Symonstone	..	15 0 0	..	10 0 0	..
Tarston					
Todmorden	..	45 0 0	..	40 0 0	..
Trawden	..	7 4 6	..	7 9 3	..
Tunstead					
Unsworth	..	..	9 10 0	Fees, &c.	..
Walton-le-Dale	..	23 18 7½	..	50 4 3	..

TABLE I.—*continued.*

EXPENDITURE.																				
Stipends.			Assistants.			Repairs.			Furniture and Apparatus.			Books and Stationery.			Candles and Fuel.			Other Expenses.		
£.	s.	d.	£.	s.	d.	£.	s.	d.	£.	s.	d.	£.	s.	d.	£.	s.	d.	£.	s.	d.
140	0	0	..			6	0	0	..			7	7	0	4	0	0			
170	0	0	62	0	0	90	7	2	9	10	0	65	6	10	9	2	11			
230	0	0	10	0	0	13	8	0	..			13	4	0	10	1	0	59	17	0
279	0	0																		
145	0	0	16	0	0	30	0	0	1	14	8	15	0	0	14	14	7			
125	0	0	32	10	0	53	5	3	3	19	9	12	12	6¼	3	8	0	39	4	1
120	0	0	2	12	0	22	11	1	..			20	1	8	13	13	5	23	6	4
36	0	0	3	12	0	1	2	6	0	4	10	2	7	10	3	10	4	1	6	10
10	8	0																		
220	0	0	..			..			..			..			..			153	3	2
100	0	0	Not yet open for one yr.																	
36	8	0																		
10	8	0																		
20	0	0																		
100	0	0	20	16	0	4	3	0	4	19	0	6	11	1	6	4	6	1	16	0
26	0	0	9	2	0	..			0	6	8	0	6	5½	0	18	7½			
80	0	0	..			14	14	2½	2	7	1	8	19	9	6	3	0	2	0	0
61	0	0																		
150	0	0	..			..			9	3	0	6	3	11½	2	3	4	3	6	8
54	17	0	..			8	16	9½												
65	0	0	..			1	5	0	14	2	3	12	16	6½	2	0	0	5	0	0
15	0	0	..			..			5	0	0	2	10	0						
13	18	6																		
10	0	0	..			..			5	0	0	5	0	0						
50	0	0																		
83	4	0	..			..			8	0	0									
30	0	0	..			..			5	0	0									
17	10	0	..			1	2	0	..			3	10	0	1	10	0	0	13	0
75	0	0	..			4	18	0	4	17	0	2	2	6	2	8	0	4	2	11
50	0	0																		
52	0	0	..			15	0	0												
50	0	0																		
50 and fees			..			..			15	0	0									
70	0	0	..			3	16	0	..			8	4	6	3	8	8	5	13	10
46	16	0	..			0	16	0	..			3	10	0	1	10	0			
70	0	0	0	12	0	..			1	18	8	5	4	11	2	16	5	3	6	10½
34	10	0																		
210	0	0	30	0	0															
20	0	0	..			19	4	0	..			0	16	0	6	5	0			
26	12	6	..			1	5	1½	..			4	4	0	0	19	6	1	13	6
55	0	0																		
40	0	0	..			..			..			..			2	0	0			
140	0	0																		
25	0	0	..			..			..			0	13	0	1	12	0			
80	0	0	..			..			..			17	8	0	2	7	0	5	0	0
50	0	0	..			4	0	0	1	15	0	12	14	0	1	19	0			
40 and fees			..			..			..			18	0	0	not fully returned.					
									only open a few months.											
110	0	0																		

TABLE I.—*continued.*

NAME.	RECEIPTS.					
	Subscriptions and Donations.	Collections.	Endowment.	Fees.	Other Sources.
	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
Wardle	..	10 0 0	..	45 0 0	10 0 0
Walmersley	25 10 0	..	..	..	36 18 9
Wargrave	..	..	..	43 7 3	..
Wensley Fold	10 0 0	..	..	55 6 0	..
West Houghton	..	..	10 16 0	45 0 0	..
West Houghton, Daisy Hill	..	..	..	15 0 0	..
Whalley	48 0 0	..	..	35 0 0	..
White Coppice	20 0 0	8 0 0	1 0 0	14 6 0	..
Wheelton	..	10 0 0	..	18 4 0	3 0 0
Widness	..	..	..	26 0 0	..
Wigan, St. George	..	20 0 0	..	..	..
Woolton, Little	49 6 0	30 0 0	..	59 2 4	1 2 0
Wray with Botton	..	..	39 13 4	..	1 10 1
YORKSHIRE.					
Barnby in the Marsh	20 0 0	..	..	30 0 0	..
Brampton Bierlow					
Castleford	..	..	..	61 4 0	..
Coley	..	..	..	35 0 0	..
Eastrington	..	..	17 4 0	10 19 0½	..
Gildersome	No return made.				
Horbury	15 0 0	..	..	30 0 0	10 0 0
Hull, St. James	60 17 6	56 19 8	..	99 13 9	17 10 0
Hull, St. Stephen's	68 14 0	..	..	62 9 1	..
Kirkburton	..	..	50 0 0	26 0 0	..
Kirkstall					
Knottingley	25 0 0	..	15 0 0	55 2 0	..
Leeds, St. Andrew's	36 0 0	26 10 2	..	17 8 0	..
Leeds, Edgar Street	..	..	..	..	..
Lofthouse	6 0 0	..	..	25 3 8	11 0 0
Pudsey, Far Town	..	..	..	39 4 4	35 0 0
Sculcoates	84 17 6	18 2 6	..	33 5 0	..
Sowerby, St. George	5 0 0	21 10 2½	..	20 0 0	15 0 0
Wakefield, St. Andrew's	..	..	..	..	..
Wath, Boys and Girls	2 0 0	..	21 10 0	..	..
Wath, Infants					
Wrenthorpe	2 2 0	..	..	28 0 0	25 0 0
CHESHIRE.					
Barnton	23 0 0	..	..	26 0 0	..
Latchford	21 19 4	24 7 0	..	15 4 8	..

TABLE I.—*continued.*

EXPENDITURE.						
Stipends.	Assistants.	Repairs.	Furniture and Apparatus.	Books and Stationery.	Candles and Fuel.	Other Expenses.
£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
45 0 0	..	..	..	5 4 4	2 5 7	3 10 0
10 0 0						
30 and fees	..	..	..	General expenses.		47 14 3
60 0 0	..	..	..	30 0 0	15 0 0	
40 0 0	..	0 10 0	7 8 2	9 9 11	1 14 9	3 10 6
45 0 0	..	2 10 0	..	5 0 0		
15 0 0						
10 0 0	..	..	..	7 10 0	3 5 0	
60 0 0						
35 0 0	..	1 .0 0	1 10 0	2 10 0	2 0 0	1 5 0
39 0 0	..	1 10 0	1 0 0	2 10 0	2 0 0	2 0 0
26 0 0						
10 0 0	..	2 0 0	..	2 0 0		
and school fees						
125 0 0	..	10 0 9½	0 19 6	10 14 4	6 9 8	10 10 10
39 13 4	..	12 15 0	..	0 9 3	1 3 3	
YORKSHIRE.						
50 0 0						
69 0 0	..	1 5 6	5 9 6	7 15 7	1 10 0	0 18 0
50 0 0	..	3 0 0	8 14 0	5 0 0	0 16 10½	3 0 0
10 19 0½						
22 4 0						
80 0 0						
163 0 0	35 0 0	14 12 9	1 7 8	25 0 0	3 3 0	10 3 0
62 9 1	..	..	7 0 0	3 15 0	1 0 0	24 15 0
40 0 0						
26 0 0	..	..	..	5 0 0		
46 0 0						
7 10 0	..	3 17 3	0 14 0	3 9 1	3 12 0	2 2 0
83 0 0						
10 0 0	This return cannot be completely made yet.					
50 0 0						
part of fees.						
115 12 0	Not opened one year.					
45 0 0	..	..	5 3 6	8 1 9	1 8 8	12 5 6
81 14 0	..	0 12 6	3 0 0	3 8 8½	1 5 0	
16 0 0	..	16 16 5	..	8 3 4½	..	17 8 2½
81 0 0						
20 0 0						
24 0 0						
80 0 0	5 0 0					
23 10 0						
and fees.						
28 0 0	..	..	..	10 0 0		
CHESHIRE.						
55 0 0	..	..	..	..	3 0 0	1 5 0
40 0 0	15 0 0	..	..	8 0 0		

TABLE II.—Amount of Income and Expenditure,—Cost per Child, &c.

NAME OF SCHOOL.	Amount of Income.	Amount of Expenditure.	Excess of Income.	Excess of Expenditure.	Average Number of Children in Attendance	Rate of Payment of each Child per week.	Cost per Child for 1846, according to the Return made.
LANCASHIRE.	£. s. d.	£. s. d.	£. s. d.	£. s. d.			£. s. d.
Accrington, Christ Church	32 12 0	90 0 0	..	57 8 0	60	..	1 10 0
„ (Infants)	39 14 2	35 12 0	4 2 2	..	41	1st Class 4d. 2nd „ 2d.	17 4¼
Adlington	49 17 0	61 12 0	..	11 15 0	72	2d. 3d. 4d.	17 1¼
Ashton-under-Lyne	159 13 6	207 12 5	..	47 18 11	381	2d. 3d.	10 10¾
Astley	74 12 0	113 11 9	..	38 19 9	171	1d. 2d.	13 3¼
Atherton	82 0 0	131 17 4	..	49 17 4	113	2d. 3d. 4d.	1 3 4
Bickerstaffe	134 6 6	151 16 0	..	17 9 6	119	2d. 3d. 6d.	1 5 6
Blackburn, St. John's	258 0 0	246 9 6	11 10 6	..	385	Boys 2d. Girls 2d. Infants 1d.	12 9½
Bolton, Emmanuel	201 8 10	190 9 3	10 19 7	..	Boys 230 Girls 150	2d.	10 0¼
Bolton, Trinity	132 15 0	142 4 1	..	9 9 1	Boys 260 Girls 150	2d.	6 11¼ nearly
Briercliffe	38 0 0	46 5 0	..	8 5 0	Boys 75	1½d. 2d.	12 4
Buckhurst	20 16 0	20 16 0	..	..	Boys 18 Girls 16	2d. 2½d. 3d.	12 2¾
Burnley, St. James	31 12 0	91 4 0	..	59 12 0	Boys 58 Girls 60	2d.	16 3¼
Bury, St. Paul	73 0 0	93 0 0	..	20 0 0	Boys 73 Girls 58	2d. 3d. 4d. 6d.	14 2¼
Busk in Oswaldtwistle	37 0 0	38 15 0	..	1 15 0	80	2d. 3d.	9 6¾
Choiley, Botany Bay	30 0 0	32 10 2	..	2 10 2	Boys 30 Girls 40	1d. 2d.	9 3¼
Clayton-le-Moors	85 14 0	150 9 11	..	64 15 11	Boys 100 Girls 100	1d. 2d. 3d. 5d.	15 0½
Clitheroe, St. James	16 4 2	40 0 0	..	23 15 10	Boys 90	1d.	8 10½
Colne	107 0 0	143 0 0	..	36 0 0	Boys 110 Girls 60 Infants 130	2d.	9 6¼

Colne, Christ Church	35	18	1	52	8	1	..			16	10	0	Boys 45 Girls 16	2d. 3d.		17	2	
Crosby, Great	50	8	6½	39	12	7	10	15	11½	..			Boys 25 Girls 12	2d. 3d.	1	1	5	
Crosby, Waterloo	169	19	2	122	16	11	47	2	3	..			53	2d. 4d.	2	6	6¼	
Downham	59	19	1	86	0	0	..			26	0	11	Boys 25 Girls 22	2d. 3d. 4d.	1	16	7	
Eccleston, St. Thomas	134	5	1	110	0	0	24	5	1	..			Boys 93 Girls 60 Infants 100	1d. 3d.		8	8¼	
Farnworth, Bolton	75	0	0	182	0	0	..			107	0	0	220	..		16	6½	
Farnworth, Warrington	75	0	0	82	0	0	..			7	0	0	Boys 41 Girls 45	2d. 4d.		19	0¾	
Garstang	40	0	0	45	0	0	..			5	0	0	90	1d. 2d. 3d.		10	0	
Goodshaw Booth	74	5	0	107	0	0	..			32	15	0	Boys 99 Girls 88	1½d. 2d.		11	5¼	
Habergham, All Saints	175	4	0	186	0	0	..			10	16	0	Boys 66 Girls 63 Infants 90	1d. 2d.		16	11¾	
Haydock	70	0	7	70	0	0	0	0	7	..			Boys 30 Girls 60	Boys 2d. Girls 3d.		15	6½	
Heywood, Heady Hill	50	0	0	60	9	4½	..			10	9	4½	Boys 65 Girls 35	2d. 3d. 4d. 6d.		12	1	
Heywood, St. Luke's	70	0	0	80	0	0	..			10	0	0	Boys 40 Girls 42	6d. 3d.		19	6	
Heywood, Mount Street	36	0	0	46	0	0	..			10	0	0	Boys 52 Girls 25	2d. [illegible]d.		11	11¼	
Heywood, St. James	156	7	0	171	7	10	..			15	0	10	Boys 110 Girls 70 Infants 50	2d. 3d.		14	10¾	
Higham	19	0	0	21	0	0	..			2	0	0	24	..		17	6	
Hurst Green	33	17	8	33	1	10	0	15	10	..			Boys 20 Girls 14	1d. 2d. 3d.		19	5½	
Leigh, Bedford	77	10	0	69	4	5½	8	5	6½	..			Boys 85 Girls Infants } 50	2d. 3d. 4d.		10	3	
Leigh, National	69	11	5½	88	7	7½	..			18	16	2	Boys 34 Girls 28 Infants 62	2d. 3d. 4d.		14	3	

TABLE II.—*continued.*

NAME OF SCHOOL.	Amount of Income.	Amount of Expenditure.	Excess of Income.	Excess of Expenditure.	Average Number of Children in Attendance.	Rate of Payment of each Child per week.	Cost per Child for 1846, according to the Return made.
	£. s. d.	£. s. d.	£. s. d.	£. s. d.			£. s. d.
Leyland	67 18 9½	75 1 11	..	7 0 1½	Girls 90	1*d.*	16 8¼
Liverpool, St. Luke's	135 10 0	161 7 0	..	25 17 0	Boys 59 Girls 40 Infants 80	2*d.* 3*d.*	18 0¼
Liverpool, St. Barnabas	307 10 9¾	406 6 11	..	98 16 1¼	Boys 166 Girls 162 Infants 197	1*d.* 1½*d.*	15 5¾
Liverpool, Christ Church	370 0 0	336 10 0	33 10 0	..	Boys 207 Girls 110 Infants 180	1*d.* 2*d.*	13 6½
Liverpool, St. Martin's	235 0 0	279 0 0	..	44 0 0	Boys 100 Girls 80 Infants 136	2*d.*	15 9½
Liverpool, Windsor	191 17 0	222 9 3	..	30 12 3	Boys 120 Girls 85 Infants 130	1*d.* 1½*d.*	13 3¼
Liverpool, Everton St. George	220 0 2	202 4 6	17 15 8	..	Boys 77 Girls 62 Infants 54	2*d.*	1 0 11½
Maghull	55 0 9½	58 12 4	..	3 11 6½	Boys 52 Girls 48	60 at 2*d.* others, 7½*d.* 6*d.* 4*d.* Girls, 3½*d.* 4½*d.* 6*d.*	11 8½
Manchester, St. Silas	153 7 2	100 0 0	53 7 2	..	Boys 120 Girls 75	4*d.*	10 2
Marsden, Little	36 8 0	46 16 0	..	10 8 0	Boys 63 Girls 31	1½*d.* 2½*d.*	9 11½ nearly
Mawdesley	9 0 0	20 0 0	..	11 0 0	Boys 11 Girls 14	1½*d.*	16 0
Middleton	141 14 10½	144 9 7	..	2 14 8½	Boys 36 Infants 150	2*d.* 3*d.*	15 6¼
Middleton, Barrowfields	40 6 0	36 13 9	3 12 3	..	95	2*d.*	7 8¼

Milnrow	92	0	0	114	4	0½	..			22	4	0½	Boys 78 Girls 58	2d. 3d. 4d.		18	10¼
Newton-le-Willows	61	0	0	61	0	0	..			..			Boys 25 Girls	2d. 4d. 6d. 1s.	2	8	9½
Ormskirk	161	5	3	170	16	11½	..			9	11	8½	150	1d.	1	2	9¼
Padgate	51	0	7½	63	13	9½	..			12	13	2	Boys 40 Girls 25	2d.		19	7
Parr, St. Helen's	75	5	7½	100	3	9½	..			24	18	2	Boys 65 Girls 84	2d. 3d.		13	5¼
Pemberton, or Orrell	43	18	6	36	8	6	7	10	0	..			Boys 35 Girls 16	1d. 2d. 3d. 6d.		14	3¼
Pemberton, Goose-Green	62	0	0	70	0	0	..			8	0	0	Boys 38 Girls 7 Infants 60	1d. 2d. 4d.		13	4
Pemberton, Lamberhead Green	83	4	0	91	4	0	..			8	0	0	Boys 54 Girls 47 Infants 60	2d. 3d. 4d.		11	3¾
Pemberton, Marsh Green	20	0	0	35	0	0	..			15	0	0	30	1d. 2d. 3d. 4d.	1	3	4
Pendleton, Whalley	24	5	0	24	5	0	..			..			Boys 20 Girls 10	1½d. 3d. 4d.		16	2
Preston, St. Thomas	131	0	0	143	8	5	..			12	8	5	Boys 185 Girls 164	1d. 2d.		8	2½
Preston, St. Mary's	102	0	0	117	0	0	..			15	0	0	Boys 130 Girls 89	1d.		10	8¼
Preston, Trinity	50 and Fees.	0	0	65 and Fees.	0	0	..			15	0	0	Boys 90 Girls 84 Infants 86	1d. 2d.			
Rainhill	87	7	4	91	3	0	..			3	15	8	Boys 40 Girls 42	2d. 4d. 6d.	1	2	2¾
Read, Whalley	15	19	3	52	12	0	..			36	12	9	Boys 35 Girls 25	1d. 2d.		17	6¼
Rochdale	81	11	10	83	18	10½	..			2	7	0½	Boys 200 Girls 35	2d.		7	1½
Sabden	34	10	0	34	10	0	..			..			Boys 31 Girls 20	1d. 2d. 3d. 4d.		13	1½
Smithell's Deane	42	12	7	46	1	4	..			3	8	9	Infants 38	1d. 1½d. 2d.	1	4	2¾
Southport	96	12	6	89	14	7½	6	17	10½	..			Boys 57 Girls 86 Infants 59	½d. 1d. 2d.		8	10½

TABLE II.—*continued.*

NAME OF SCHOOL.	Amount of Income.	Amount of Expenditure.	Excess of Income.	Excess of Expenditure.	Average Number of Children in Attendance.	Rate of Payment of each Child per week.	Cost per Child for 1846, according to the Return made.
	£. s. d.	£. s. d.	£. s. d.	£. s. d.			£. s. d.
Spotland	40 0 0	40 0 0	..	..	Boys 30, Girls 20	2d. 3d. 4d. 6d.	16 0
Stretford	99 8 7	140 0 0	..	40 11 5	Boys 80, Girls 48, Infants 70	2d. 3d. 4d. 5d. 6d.	14 1½
Symonstone	25 0 0	27 5 0	..	2 5 0	Boys 17	2d. 3d. 4d.	1 9 2¾
Todmorden	85 0 0	104 15 0	..	19 15 0	Boys 90, Girls 45	1d. 2d. 3d.	15 6
Trawden	14 13 9	70 8 0	..	55 14 3	Boys 28, Girls 5	2d.	2 2 8
Walton-le-Dale	74 2 10½	110 0 0	..	35 17 1½	Boys 114, Girls 47, Infants 90	1d. 2d.	8 9
Wardle	65 0 0	65 19 11	..	19 11	Boys 62, Girls 40	2d. 3d.	11 11¼
Walmersley	62 8 9	77 14 3	..	15 5 6	Boys 75, Girls 35	2d. 3d. 4d. 6d.	14 1½
Wargrave	43 7 3	105 0 0	..	61 12 9	Boys 70, Girls 39	1d. 2d. 4d. 6d.	19 3
Wensley Fold	65 6 0	62 13 4	2 12 8	..	Boys 110, Girls 76	1d. 2d. 3d.	6 8¾
West Houghton	55 16 0	52 10 0	3 6 0	..	Boys 40, Girls 19	2d. 6d. 9d.	17 9½
West Houghton, Daisy Hill	15 0 0	15 0 0	..	..	Infants 27	1½d. 2d.	11 1¼
Whalley	83 0 0	80 15 0	2 5 0	..	Boys 40, Girls 40	1d. 2d. 3d.	1 0 2¼
White Coppice	43 6 0	43 5 0	1 0	..	Boys 22, Girls 19	2d. 3d.	1 1 1
Wheelton	31 4 0	48 0 0	..	16 16 0	Boys 26, Girls 22	1d. 2d.	1 0 0
Widness	26 0 0	26 0 0	..	..	45	2d. 4d.	11 6½

Wigan, St. George	20	0	0	14	0	0	6	0	0	..			Boys 47 Girls 55	2*d.*	
Woolton, Little	139	10	4	163	15	1½	..			24	4	9½	Boys 24 Girls 36 Infants 66	1½*d.* 3*d.* 6*d.* 9*d.*	1 5 11¾
Wray-with-Botton	41	3	5	54	0	10	..			12	17	5	Boys 17 Girls 8	..	2 3 2¾
YORKSHIRE.															
Barnby-in-the-Marsh	50	0	0	50	0	0	..			..			Boys 32 Girls 20	1*s.* to 4*s.* 6*d.* per qr.	1 0 0
Castleford	61	4	0	85	18	7	..			24	14	7	Boys 46 Girls 54	2*d.* 4*d.* 6*d.*	17 2¼
Coley	35	0	0	70	10	10½	..			35	10	10½	Boys 50 Girls 10	2*d.* 3*d.* 4*d.*	1 3 6
Eastrington	28	3	0½	33	3	0½	..			5	0	0	Boys 22	3*s.* & 7*s.* per quarter.	1 10 1½
Horbury	55	0	0	80	0	0	..			25	0	0	Boys 66 Girls 45 Infants 30	2*d.* 3*d.* 4*d.*	11 4
Hull, St. James	235	0	11	252	6	5	..			17	5	6	Boys 178 Girls 78 Infants 100	1*d.* 1½*d.* 2*d.*	14 2
Hull, St. Stephen's	131	3	1	138	19	1	..			7	16	0	Boys 93 Girls 70	2*d.*	17 0½
Kirkburton	76	0	0	77	0	0	..			1	0	0	Girls 70	2*d.* 3*d.* 6*d.*	1 2 0
Knottingley	95	2	0	104	4	4	..			9	2	4	Boys 85 Girls 63	2*d.*	14 0¾
Lofthouse	42	3	8	71	19	5	..			29	15	9	58	2*d.* 3*d.*	1 4 9¾
Pudsey, Far Town	74	4	4	90	0	2½	..			15	15	10½	Boys 110 Girls 60	2*d.* 4*d.* 6*d.*	10 7
Sculcoates	136	5	0	139	8	0	..			3	3	0	Boys 140 Girls 100	1*d.*	11 7¼
Sowerby (St. George)	61	10	2½	44	0	0	17	10	2½	..			Boys 85 Infants 28	1*d.* 2*d.* 3*d.*	
Wrenthorpe	55	2	0	38	0	0	17	2	0	..			Boys 40 Girls 45	1½*d.* 2*d.* 3*d.* 4*d.*	8 11¼
CHESHIRE.															
Barnton	49	0	0	59	5	0	..			10	5	0	Boys 65 Girls 50	2*d.*; 5*s.* & 7*s.* 6*d.* per quarter.	10 3½
Latchford	61	11	0	63	0	0	..			1	9	0	Boys 43	1*d.*	1 9 3½

	£.	s.	d.
It appears from these tables that at 105 places the expenditure of the year 1845 is . . .	9958	5	1½
Whilst the income for the same year is . .	8631	13	1¼
Whole deficiency	1326	11	11¾
The average expenditure at each place is nearly .	94	16	9¾
The average income	81	14	7¼
Annual average deficiency . . .	13	2	2½

But 27 places are returned with incomes equal to, or greater than, their expenditure: the whole deficiency therefore will fall upon 78 places, at an average to each of 17*l.* 0*s.* 1½*d.* But will it be said that this is a small sum, and that to raise it year by year cannot be a very difficult or ungrateful work? Whoever, indeed, says this, knows very little of the circumstances of our national schools. The chief element of their support is the payment of the children in school-fees; the next is from collections obtained by begging, frequently in sermons; the third is from subscriptions obtained also by begging; the fourth is by grants from the National or Diocesan Society, got also by begging; and the last resource when all these come short, as is the case in three-fourths of our schools, is a further contribution, heartily given but inconveniently spared, by him who has been the chief, often the only beggar for the maintenance of the school—the clergyman, who has already not only begged, but given according to and even above his means, and to whom the 17*l.* average deficiency is a burden, not only on his small means, but on his thoughts by day and his dreams by night. This is no exaggerated nor fanciful statement. The following is testimony taken chiefly from the Clergy List.

Of the 62 places in Lancashire mentioned in the tables above, where the school expenditure is greater than its income, there are clergymen with benefices

£.		
Under 100 per annum	. .	4
Under or 150 ,,	. .	33
Under or 200 ,,	. .	12
Under 250 ,,	. .	3
Under 300 ,,	. .	4
Above 300 ,,	. .	6
		62

Therefore, to 37, *i.e.* to more than half this number of clergymen, the 17*l.*, which they take upon themselves after all other resources for the school-funds fail, is more than a ninth part of their clerical income; and this is in addition to their usual subscription to the school.

There are, I can gladly testify, noble instances of liberality amongst the laity both in the erection and support of schools for the children of the poor; but these instances are yet ex-

ceptions rather than the rule. With the clergy, considering their small incomes, the contrary is the case.

But to return to the subject of school funds.

If we take into our view, for greater convenience, those schools only inspected in Lancashire during the year 1846, we find this to be the case:—

	£.	s.	d.
That at 89 places the annual expenditure is .	8560	10	2
And the income	7435	4	0¾
Deficiency on the year	1125	6	1¼
The average expenditure to each . . .	96	3	8½
Average income	83	10	10
Average deficiency	12	12	10½

But as this deficiency really falls on about three-fourths of the schools, therefore at 66 places the average deficiency is to each . . . £17 1 0

But this view does not show us anything like the real deficiency in the pecuniary funds of National Schools. It may be seen further thus—

At the 89 *places* mentioned above there are 161 *schools.*

The average expenditure therefore of each *school* is .	£53	3	5
And the average income is	46	3	7½

Now to each school there must be at least one teacher; and it is no unreasonable thing to demand for that teacher a stipend (considering both masters and mistresses) of not less, at the minimum, than 45*l.*

There remains therefore to each school for *all* other purposes —repairs, books, furniture, apparatus, warming, lighting, sweeping, assistant teachers, monitors, rewards, &c. &c.—the sum of 1*l.* 3*s.* 7½*d.* per annum!! It does not seem necessary to say another word on this part of our subject.

Cost per Child.

In the tables inserted above the cost per annum of each child at those schools which have made sufficient returns is calculated.

The average cost at the Lancashire schools inspected this year is 16*s.* 4¾*d.* It will be seen, by reference to the Table, that at different places this cost varies considerably, viz. from 2*l.* 8*s.* 9½*d.* to 6*s.* 11¼*d.*, the one being rather more than seven times as much as the other. But it must by no means be inferred, from this great difference of cost, that the one school is, necessarily, more wisely and carefully conducted than the other. There are many considerations to be taken into account before any just decision can be made as to the wisdom and economy of management. To some of them I have already alluded: the number of teachers, the quantity and quality of apparatus, the supply of books, &c. Besides these, the situation of the school, whether in town or country, must be considered; whether in a locality where fuel is cheap or dear; whether

there are paving-rates, lighting-rates, economical warming apparatus, and many other items, which nothing but an accurate knowledge of the locality and circumstances of the school can fairly determine.

If we take the average number of children in attendance at each of these schools at 80—the number indicated by the returns from all the places inspected during the present year—then, in order that the school may be rightly conducted and make good progress, we must have

	£.	s.	d.	
One teacher	45	0	0	per annum.
One assistant. . . .	15	0	0	
Repairs, average . . .	2	0	0	
Books, ,, . . .	3	0	0	
Furniture and apparatus . .	1	10	0	
Lighting and warming . .	3	0	0	
Other expenses . . .	5	0	0	
Total . . .	74	10	0	

All these items are calculated at a very low rate, and the result is that the cost, per child, of a school thus tolerably established is 18*s.* 7½*d.*, *i. e.* above 2*s.* per head more than the average cost of the schools in their present state.

And if we take the average payment of each child at 2*d.* per week, then this payment (for 48 weeks) amounts to 8*s.* per annum. Therefore 10*s.* 7½*d.* per child per annum remains to be made up from other sources for the sustentation of the school.

I am aware that the average cost of each child per annum at national schools is stated by different authorities at a lower rate, varying indeed considerably from 11*s.* to 14*s.* But as these are only calculations respecting schools as they *now* exist, in their present confessedly imperfect state, of teachers, books, apparatus, &c., it is plain that no regard must be paid to them by those who know the necessity, and are looking for the prospect of improvement in all these respects.

It cannot therefore be denied that there is a great deficiency of funds for the right support of national schools in this part of the Northern district. Other wants arise from this.

Deficiency of School Buildings.

There are some, but comparatively few, places in that portion of Lancashire which has been inspected this year, where the means of education as to school-buildings are greatly deficient. The last seven years have witnessed striking changes in this respect. The grants of your Lordships' Committee have been widely and liberally dispensed there, and have greatly aided in the erection of many handsome and commodious schools. I may mention Accrington (Christ Church and Infants'), Bickerstaffe, Blackburn (St. John's and Trinity), Bolton (Em-

manuel and Trinity), Burnley (St. James), Bury (St. Paul's), Chorley (Botany Bay), Colne (National), Leigh (National), Liverpool (St. Barnabas, St. Martin's, Windsor), Manchester (St. Barnabas), Middleton, Parr (St. Helen's), Rochdale, Stretford, Todmorden, Wargrave, Warsley Fold, Whalley, &c. &c., as places where buildings suitable in character, of no small pretensions to architectural beauty and convenient arrangement, have been erected within these years, many of them since my last tour of inspection in 1844. In several parts of Lancashire there is now no great deficiency in school-buildings. There are, however, some localities where this is not the case. Amongst the most prominent of these are Prescot, which for its population of 10,000 has no daily church school; Shaw, in Crompton, where with above 4000 souls there is no juvenile church school, though the present building might easily be enlarged for this purpose; some of the districts in Manchester, St. George's with a population of 32,000, almost entirely poor people, labourers and mechanics; St. Andrew's Ancoats, Hulme (Trinity), where the existing schools, though ably conducted and carefully watched over, are altogether unequal, in size, to the wants of a population increasing with inconceivable rapidity; Newton-le-Willows, where the boys' school is held in the cock-pit, and the girls' in the ball-room, and both, therefore, very inconveniently circumstanced; Fleetwood, where, however, a new school is in the course of erection, aided by a grant from your Committee; and West Houghton, where the present parish school is altogether unfit for the purposes of education.

Such places are, however, in considering the state of the whole county in this respect, not very numerous. It must be understood that I am here calculating the requisite accommodation, chiefly but not entirely, for the children of our church. For it should be remembered, in making any such calculation, that the children of Dissenters are frequently to be found in our Church schools. In some parts of the manufacturing districts they are in equal numbers with them. In a very few national schools they form a majority of the scholars. At one large and important school I found only one-third of the boys and one-half of the girls belonging to the national church. Out of 157 present, 99 attended dissenting places of worship. In a class of 12 children there were 3 Methodists, 1 Ranter, 5 Baptists, 2 Gilhamites, and 1 Old Connexion!

It would not therefore practically be correct, in considering the educational wants of this district, to calculate the accommodation required in its Church schools merely for members of the Church, but for many also who are not in her communion, yet who have no objection that their children be taught and brought up together with ours. Nor do I mean to assert that

if we were to contract our view and limit the accommodation in Church schools to the number of Church children (whether six or seven per cent.) who ought to be under instruction in them, at all places in Lancashire, the larger and manufacturing towns especially, the school-buildings are sufficient to receive them conveniently. Indeed, any statement on this head is merely conjectural, as it is very difficult to state certainly the numbers of professedly Church people and Dissenters. But it will be seen directly, from the accompanying Table of returns on this head from 66 places in Lancashire, that in very few of them is the usual attendance of the children at all equal to the accommodation provided for them in Church schools, and that on the whole the state of the case is this, that in 66 places

Accommodation is provided for	Whole Number on Books.	Average Attendance.
32,670	15,136	10,799

or, in other words, that their rooms are only one-third filled! This may be in some degree accounted for in Lancashire by the prevalence and popularity of large Sunday schools, in which many more children and young people are received than can be expected to attend at the daily school; and to accommodate this greater number very spacious buildings have been erected. Still no one can deny that, in places where such buildings exist, it is idle to think of erecting others, or to cry out for more schools, until the present rooms are more fully occupied. I have found in a room calculated for nearly 600 children only 43 present in the daily school. Again, in rooms intended to accommodate 980 children only 142 in attendance! Also in rooms erected for 1500 children only 362 collected in the boys', the girls', and the infants' schools. These are the most striking instances. But the return from 66 places gives the result which I have stated above, that not quite one-third of the accommodation provided in these schools is at present required for the purposes of the daily school.

TABLE of School Accommodation, &c.

NAME OF SCHOOL.	Number of Children for whom Accommodation is provided.	Number on Books.	Average Attendance.
Accrington, Christ Church	596	67	60
Blackburn, St. John's	1,140	300	255
Adlington	210	84	72
Blackburn, Trinity	618	203	100
Ainsworth	300	92	70
Bolton, Emmanuel	500	420	380
Ashton-under-Lyne	804	583	381
Astley	400	221	171
Atherton	400	162	113
Bolton, Trinity	480	480	410

Table of School Accommodation, &c.—*continued.*

NAME OF SCHOOL.	Number of Children for whom Accommodation is provided.	Number on Books.	Average Attendance.
Burnley, St, James	540	222	118
Bury, St. Paul	225?	240?	131
,, Peel Street	442	130	90
Cabin End	270	147	65
Chorley (Infants)	312	280	200
Clayton-le-Moors	236		
Clitheroe, National	600	312	247
,, St. James	560	172	90
Colne, National	600	419	300
Darwen, Lower	200	63	50
Ewood Bridge	202	28	19
Garstang, National	216	123	90
Goodshaw Booth	455	464	169
Grane in Haslingden	243	O	O
Habergham, All Saints	400	250	185
Harwood, Great	250	68	50
Heywood, Heady Hill	240	115	100
,, St. Luke's	350	102	82
,, Mount Street	240	93	77
,, St. James's	902	263	230
Leigh, Bedford	572	202	130
,, Lately Common		O	O
,, National	630	162	124
Liverpool, St. Luke's	450	284	179
,, St. Barnabas	730	650?	525
,, Christ Church	600	646?	497
,, St. Martin's	700	654	316
,, Windsor	680	465	385
,, Naylor Street	768	504	400
,, Kirkdale, St. Mary's	240	O	O
,, Everton, St. Augustine's	400	281	220
,, Everton, St. George	520	261	193
Maghall	180	121	100
Manchester, Granby Row	880	430	340
,, St. Silas	800	295	195
Middleton	675	225	186
Milnrow	430	248	136
Oldham, St. Mary's	980?	246	178
,, St. Peter's	900?	431	390
Ormskirk	560	203	150
Preston, St. Mary's	576	367	219
,, St. Thomas	620	505	349
Radcliffe	900	174	116
Rawtenstall	405	165	109
Salford, Great George Street	900	583	380
Samlesbury	250	O	O
Shaw-in-Crompton	420	78	56
Stand	450	O	O
Stonefold	120	O	O
Todmorden	502	194	135
Tottington	315	64	55
Trawden	190	40	33
Wargrave	495	118	109
Wigan, St. George	535	80	47
,, St. Catharine's	956	212	166
Woolton	390	145	126

Hindrances to Education.

The greatest deficiency therefore is not in school-buildings. There are, as I have just stated, in those parts of the northern district visited in my late tour, places, towns, villages, and tracts of country, where these means are scanty enough; some where they are altogether wanting; but such is not the general case. In general there are sufficient and convenient buildings for the purposes of education. There are also teachers, few indeed, in each school—often alone, and without any help in their great work; often untrained for their peculiar duties; not unfrequently also, it must be confessed, unequal in abilities and attainments to the difficulties and responsibilities of their situation. There are also books and maps, and the other necessary apparatus for instructing children. But something more is wanting. The workman must have the material to work upon, or the best workshop and the fittest tools will be of little use. Now the material is often wanting in our elementary schools: the teacher is there, but not those who are to be taught. And with regard to the children, it must be remembered that two conditions are necessary—not only that they be there, in order that they may receive the master's instructions, but that they be there at such an age and for such a continuance that they may receive them intelligently and profitably. For the most part these conditions are not fulfilled. The number of children in attendance at the northern schools is, as I have shown in the Table above, less than one-third of the number which the schools are calculated to accommodate; and in few instances are the buildings disproportionately large, compared with the number of Church children which ought to be under elementary education, whether it be considered as 1-14th or 1-16th of the whole population. There are but few places where the school-room, according to this calculation, should not be full. Two-thirds of it are however unoccupied. I am speaking now of daily schools, towards the erection of which, and not of Sunday-schools only, the grants of your Lordships' Committee have invariably been made. Whence then is this? There can, I think, be no doubt that it arises chiefly from the *pressure from within* the family of which the poor child is a member. In many families of the labouring classes the daily work is a struggle for life—the weekly wages are the sole means of existence. Whatever is taken from them which is not required for the necessary wants of the body, is hardly spared—given grudgingly and with ill-will. Such is the school-fee for the child's—or, worse, for the children's education. Whatever adds to the family wages is hailed with delight, and used to the utmost extent. Such is the early labour of the child. In agricultural districts, where the parents' wages vary

from 8*s.* to 12*s.* per week, a boy of 9 to 11 years old can earn from 1*s.* to 2*s.* 6*d.* This is an important addition to the income of the family. In manufacturing places, where the parents' wages are higher, but more liable to interruption, and received in circumstances requiring larger expenditure, the labour of the child is still more valuable. At 8 and 9 years of age, as a tearer, he (or she) may receive from 2*s.* to 3*s.*; at 11 or 12, from 3*s.* to 4*s.* 6*d.* In the factory, from 10 to 13 years old, he (or she) adds to the family wages from 1*s.* 9*d.* to 3*s.* At 13 years of age the child can work full time, and increase proportionally the value of its labour to the family. Even amongst the poor hand-loom weavers, whose miserable earnings are not sufficient to support a family, varying from 4*s.* 6*d.* to 8*s.* per week (at the time of my visit to Briercliffe school, October 29th, the weavers were not earning more than 7*d.* per day), the child's quick eye and flexible hand are of great assistance to the labouring parent. In the mining district also the father employs his child at 10 years old as his underworker. His labour is worth to him from 2*s.* to 3*s.* 6*d.* per week. In glass-works also the child's early work is encouraged. At Castleford (in Yorkshire) I found boys taken away from school at 8 and 9 years of age for this purpose. They are employed in "taking in," as it is termed, and earn 3*s.* and 4*s.* One parent informed me that his son, 11 years old, received 5*s.* 6*d.* per week. In Liverpool, Manchester, and other large towns, children are employed as errand-boys at a time when they ought to be in the school; and at a rate of payment which renders any appeal to the parent useless, and indeed, in many cases, unjust. It is hardly possible to enumerate all the purposes for which the early labour of the child is required, and towards which it is directed by the parent with natural, though, in many cases, short-sighted eagerness. "Bunching" vegetables for the large markets, and "rush-peeling," are employments which, though not general, are in some parts of Lancashire sufficient to diminish considerably the number of children at the elementary schools for some portion of the year. And it must be remembered that almost every improvement in machinery, whether for manufacturing, mining, or agricultural purposes, tends to this same end of increasing the demand for, and therefore raising the value of, children's labour. The more perfect the machine is, the less strength and less knowledge are required in its management.

Is it not surprising, therefore, considering the family circumstances of our labouring classes, their small incomes, their unavoidable expenses, their little knowledge and less practice of domestic economy, and their slight understanding of the value, even in a pecuniary view, of education, that they should decline sending their children to school, or should withdraw

them from it at a very early age? And there are, as I have remarked, two conditions necessary for the right establishment and happy progress of our schools—not only that there be the due number of children in them, but that the children be of such an age, and continue for such a time in them, that they may intelligently and profitably receive the instruction of their teachers. But this condition of age is not fulfilled. I speak only of the northern district, and of those schools which have come under my inspection. The general rule is, that the children, even of the first classes, more especially perhaps the boys than the girls, are so young, and stay so short a time in the school, that they can scarcely be considered as objects of intelligent instruction. There are certainly exceptions to this rule, and such exceptions are generally in good schools, whether in town or village. I may mention the boys' school at Christ Church, Liverpool, where the greater part of the first class have been three years and upwards in the school: the same is the case in the schools at Windsor, and the girls' school in Naylor Street, Liverpool; at Walton-le-Dale, Deane, Downham, &c. But there are good schools also where the school-time is unreasonably short. At the Manchester (Granby Row) School I received the following statement respecting the boys' school:—

From March 16th to August 21st, *i. e.* in five months—admitted, 84; left, 72; the whole number on the books being 100, and the average attendance 80. So that in five months 4-5ths of the children were admitted and 3-5ths left, or 1-5th only remained in the school five months. In the infant-school, there had been—

Admitted in six months . . .		461
Died in that time . . .	45	
Sent into the juvenile schools .	68	
Withdrawn	112	
	225	

Again, in the Model School in Great George Street, Salford, the return is this:—

"In 20 months, during which the present master has been here, there have been—

Boys' school—admitted, 581; left, 378. At present in the school, who were here when the master came, 12! Average stay, 5 months!

"Girls' school—In 6 months, admitted, 72." The average attendance is 70; so that the whole number in average attendance comes in a half-year.

Again, at Ashton-under-Lyne, the master states that the average stay in his school is not above 10 months.

Again, in the thriving, and, in many respects, good school, at St. James's, Hull, "the average stay of children in the boys' school is rather more than 11 months.

"In the girls' school—of 137 girls admitted last year, 89 left in the course of it."

Nor does there seem any reason to suppose that these schools, which are mentioned, are in a worse condition in this respect than many others of the same character in the northern district. We have no means of ascertaining accurately the school-time of the poor man's child; but it seems very probable that it does not exceed two years. In large towns, as Liverpool, Manchester, Preston, Hull, Leeds, &c., where there are many schools with the same rate of payment, and where the labouring classes are not only frequently removing altogether, but often shifting their residence from one part of the town to the other, "following the work," as they justly describe it, the school children move with the parents, and change their school as they change their home. But it is obvious that such locomotion is a great impediment to sound instruction, and still more so to proper training; and that 5 months at St. James's school, and 6 at Christ Church, and 4 at the parish church, and 8 at St. Bartholomew, are not equal to a shorter but uninterrupted time given steadily to the instruction even of the least successful of these schools.

I believe it may be stated that the average age of children in the upper classes of our national schools is 11 years, and the average time during which they are under the more direct instruction and influence of the teacher not more than 6 months.

This then should be kept in mind when we are making any provisions for our schools, or recording any circumstances connected with them.

But it is not only that our elementary schools are composed of young children under instruction for a short time. This state of things, discouraging in itself, is attended with many other evils and hindrances.

Print-Works.

One of the greatest of these, in Lancashire, arises from the admittance into our schools of children employed in print-works, under the clauses of the bill for regulating labour, &c., in print-works. By the provisions of that bill, children under the age of 13 are to attend school not less than 30 days in each half-year, and for not less time than 5 hours per day. From the nature of their work they are liable to be called away from their lessons at a moment's notice. I have continually seen a head thrust into the door of the school-room, and heard "John such-a-one, or Sally such-a-one, is wanted." I have inquired for what they were wanted? It has been "for their work." They must go. And when will they return? Perhaps to-morrow, perhaps next week, perhaps not for a month.

At times also there is, as it is termed, "a flush" of work, and then the school is a mere skeleton—one day mustering its hundreds—another to be counted by tens. The following was the condition of a large print-work school in Lancashire (Crashaw-Booth), at the day of my visit in November:—

		No in Class	Present
Boys' school	1st	60	11
	2nd	65	11
	3rd	55	9
	4th	41	19
Girls' school	1st	42	7
	2nd	46	9
		309	66

i. e. nearly five-sixths of the school were absent.

At the same school the master stated his opinion "that the print-work children are as far below the factory children in conduct and intelligence as the factory children are below the whole-day scholars." Indeed it can hardly be otherwise.

The National school at Clitheroe, which at a former visit I found in a state of good order and apparently intelligent progress, was this year in a condition directly the reverse. I do not think that in any school I ever heard so much and such confounding noise, or witnessed such disorder and utter disregard of discipline. I inquired of the master (the same master who before had his school under excellent control) the cause of this change. "There has been a large addition to the school lately of big boys from the print-works, and they have ruined the school. I can do nothing with them." And a more hopeless set of lads I never saw. Only 28 were present at prayers, out of an average attendance of 130. They were standing at the door, playing and talking, half an hour after the school had commenced. I told some of them to go in; they put their hands in their pockets and "moved off," but not into the school. When at last they condescended to come in, they were quarrelling, shouting, spitting at each other—so rude and so noisy that I could hardly hear the master's voice, as he stood beside me at the desk. I must do him the justice to say that this state of things is not his fault. In the girls' school also I was told "We rarely begin before half-past nine, because there are so few present, and so much noise of others coming in."

At another print-work school, that belonging to the large establishment of the Messrs. Hargreave, at Accrington, the order and discipline of the school were good—the children exercised methodically and quiet. But here, whilst the number on the books is 252, the number in actual attendance is only 60—*i. e.* not one-fourth are in attendance at one time. And this is in a school adapted as far as possible to the circumstances

of the children's employment, watched over with great care, and intended to provide in the best ways for their right education.

The schools at Radcliffe, Walton-le-Dale, Clayton-le-Moors, &c., are affected in like manner, but not to the same extent, Nor is it only in its effect upon the children that the provisions of the Print-Works Regulation Bill injure our schools, both in the disorderly conduct and imperfect instruction of the print-work children, as well as in the general interruption of progress and relaxed discipline of the other pupils. To the master also they are a great hindrance. Much of his time is occupied in filling up the forms of each child's attendance. Irregular as this attendance is, the formal return of it requires no little trouble and time. One master assured me that it occupied him for 4 hours in the week. Another, with a larger attendance of tearers, that "it took 8 hours every week to keep the books right." A third said that "he sat up often and long at night to arrange them properly." And a fourth master told me that in one way or other he considered a whole day in every week was devoted to the returns and other circumstances of the print-work children. At present the case is this:—Schools are disorganized—demoralized; the master's little spare time is stolen from him; his character as a teacher suffers; his feelings as a man are sorely wounded; he has no remedy, and no compensation. This is one of the not unfrequent cases where education is made to accommodate itself to trade—not, as it should surely be, that trade should give place to the more important claims of education.

Factory Children.

The attendance of factory children (or short-timers, as they are called) has been, no doubt, a hindrance to the progress of some of the most important schools in the manufacturing districts. But I do not believe that this hindrance is necessarily great, or that the number of hours which they attend school in the course of the year is far short of that of the other scholars, who attend nominally for the whole of the day, but with far less regularity. In addition to this also, the discipline of some of the mills in which these children work (for half-time) is very good. They are under constant and careful supervision —not as the poor tearers, in many cases, left to themselves or their own work-master. Many of the factory children are not now to be distinguished from the others either in neatness of dress or progress in instruction. The large factory school at Rochdale is one of the most thriving. At Bolton (Trinity), Bury (Moorside), Colne (National), Heywood (St. James), Tunstead, and other places, where many of the children work in the mills, there is much that is satisfactory in their appearance, conduct, and progress. I detected an abuse in some York-

shire schools, which it is well to mention, though it has, I believe, by the interference of Her Majesty's Inspector of Factories, been since remedied. In these places the millowners made a bargain for their children, agreeing to pay (in one instance) 5*s.* per week for 36 children—the lowest fee for this number should be 6*s.* per week—and then sending 57 children for the sum. In another instance they bargained to pay 4*s.* per week for 26 children, and sent 37, thus cheating the schoolmaster in two ways. In his dependent situation he dared not complain openly. They knew this and took advantage of it.

In some cases when factory children have been sent in any numbers to a school, the day-scholars have been removed from it by their parents, afraid (unnecessarily I am inclined to think) of contact and contamination from their poorer schoolfellows. The testimony of an observant and experienced schoolmistress at Bolton is this:—"The mill children are bad at first, but after they have been some little time they are more anxious to improve themselves than the others are. That little girl has got from the alphabet to the 2nd class in less than 2 years, and she writes a good hand also." I asked the poor child (9 years old) about her work? "I cleans under and pieces up, and puts bobbins in, and gets 1*s.* 6*d.* a-week," was her reply.

Baggings.

I have noticed (in a former Report) the hindrance to the school business caused by the children being sent with "baggings," *i. e.* with the meal, either mid-day or evening, to their parents or relatives at their work. At Clayton-le-Moors 50 children out of 224 left the school half an hour before the time of dismissal for this purpose. At Pendleton 7 (out of 45) went out at 11 instead of 12—thus losing an hour every morning from this cause, besides half the same time wasted in the evening. At Manchester also (St. Silas) I found the same bad custom interrupting the school-hours of many children from 1 to 3 o'clock in the afternoon.

Hindrances from the Home.

But the hindrances to elementary education are not only in the school itself—in the paucity or non-efficiency of its teachers—in the want of books and slates, and other apparatus; nor again in other circumstances of the child's life, such as its too early labour frequently interrupting, and ere long bringing to a hasty close, the hours of its employment at school. These hindrances operate chiefly against its right instruction and intellectual development; the loss which they cause to the child is in its advancement in life, and well-doing in the world. But the chief impediment to the higher part of education, to moral

and religious training, arises elsewhere—not in the school from the inefficiency or thoughtlessness of the master, but at the home from the carelessness or godlessness of the parent. I have, my Lords, in previous Reports, written at some length on this point. But I should think myself shrinking from my duty, if either from mistaken feelings of delicacy, or fear of telling a twice-told tale, I should omit to mention such things as are too often visible in the manufacturing districts. It will hardly be credible that on two occasions, at different localities in Lancashire, one near to the town of Colne, the other to that of Burnley, I have seen in broad daylight, at 9 in the morning and 4 in the afternoon, men, one in the prime of youth, the other past middle age, running races or rather matches against time, on the public high road, *quite naked.* In the first case, the naked man was loudly cheered by a crowd of his companions on his arrival at the goal, and carried away in triumph on their shoulders; in the other, a large crowd was awaiting his arrival. Amongst them, and along the road on which this shameless race was run, were women of all ages—mothers, factory girls, young children: the runner seemed to excite great interest; but I could observe nothing like a trace of shame on any of the many eager faces collected there.

In the town of Colne there are 3 streets containing 500 families of the operative class. There is not one privy belonging to all their dwellings! Disgraceful as in this respect is the state of many of the large and second-rate manufacturing towns, I know of nothing greater than the filthiness and indecency of Colne.

In another part of Lancashire, in an agricultural district, where the labourers live in small and unthatched cottages, and are in a state of almost inconceivable ignorance and barbarism, I made some remark to the teacher of the school on the dull looks and hopeless stupidity of the children. "Yes, it is so," was the reply; "but that is not the worst thing about them. Out of the number in attendance (80), from 25 to 30 are illegitimate."

Again, at another place, one-third of the children (63) present in the school were unbaptized! And it must be said that this wretched state of neglect did not appear to be caused by the religious scruples of the parents, but by their complete indifference to all religious rites and influences. It is only fair to add that the clergyman of the district spoke of the singular honesty of the labouring population (chiefly hand-loom weavers), and assured me that property was perfectly safe without a lock to a door or shutter to a window.

In a new district also in Manchester, where schools have been lately established, and where the children show a curious

amount of ignorance in several subjects, the incumbent stated to me his conviction that nearly one-half of his population (about 6000) never went into any place of worship. At another place in the coal-field of Lancashire, where I saw a man beating a woman brutally and abusing her in the most abominable language, whilst the neighbours looked on with more or less of apathy or interest, I inquired the name of the spot, and was informed that it was called by the inhabitants themselves "Hell-fire Green."

At one of the best schools in Manchester I stood by whilst the master admitted a fresh scholar, a very fair specimen, he said, of the material of which the school is composed. I should say that the lad was about ten years old. He came without a parent; had no shoes, stockings, nor cap; was very dirty; a wire-haired, wild-looking animal. The following colloquy took place:—"Who are you?"—"A new 'un." "What are you come for?"—"I've got the brass." "What is your father?"—"Overlooks." "Does he go to church?"—A shake of the head. "Does he go out most of the day on Sunday?"—A nod. "Have you been at school?—"Ay." "Where?"—"Scotch school." "How long?"—"Five weeks." "Can you read?"—"Ay, a bit." "Can you read well?"—"Not so well." "Do you know the Lord's Prayer?"—"Noa." Poor lad! he plainly knew nothing about it, or, I should suppose, any other prayer. And he probably would not remain in the school more than five or six months, and then go elsewhere, or give up "schooling" altogether.

I have mentioned, my Lords, some—and surely they are sufficient—of the most striking instances, which came under my own observation, of the shamelessness and filthy habits, the want of chastity, the ignorance and carelessness with regard to religion, the neglect of public worship, the brutality, recklessness, and almost animal state in which some of the labouring classes, both manufacturing and agricultural, of the county of Lancaster live, and to which their children must be inured from their earliest years. I do not mean to assert, nor wish it to be supposed, that the cases which I have mentioned are general, or that, in their worst form, they are common. But of this I am convinced more fully every time that I walk in any of the back streets in the larger towns, or visit any of the out-of-the-way villages, and listen to the conversation of their inhabitants, and observe something of their conduct, that there is an amount of ignorance and vice and degradation amongst them which it is difficult to imagine and hardly possible to describe in plain language. And these people are the parents of many of our school-children, and the cellars or the garrets or the cabins are their homes. It is, indeed, a sad and evil

necessity, if the first lesson which they learn at school is to beware of their own parents, and to look with disgust, if not with horror, at the filthiness and abominations of their own homes. What a confusion must arise in their minds between the rules and training of the school and the language and practice of the home! I know well that even very wicked parents will scruple to bring up their children wickedly, and will, as they say, "never teach them wickedness" but *by example*. But how easy this method of teaching is, and how difficult to counteract by any school-education, many a master of our elementary schools can witness. It is no unusual thing for them to say, in answer to some remark of the Inspector, "That was a steady boy, sir, and was getting on well; but he has been at home for some time, and he's no better for it."

It is no uncommon charge against elementary education for the poorer classes, especially against that given in infant-schools, that it takes children away too much from the influences of home, and interrupts the natural relation between them and their parents. It is with much reluctance, my Lords, that I state my opinion that at present, under existing circumstances, this separation of intercourse between children and parents is in the majority of families highly beneficial to the former, if not absolutely necessary. It is good for them that they should not take their parents for their examples. It is very important that they should have other views and other motives suggested to them than those which the ignorance and vice both of fathers and mothers unceasingly and practically supply to them at home.

I must not omit to mention the frequent indifference of the parents to the education of their children, even where it may be obtained at the lowest rate, and without any trouble or inconvenience to themselves. In almost every large town numbers of children of the age at which they ought to be in the elementary school are to be found in the smaller streets at play during the school-hours. On inquiry one finds that they do not go to any school, and never have been under instruction except on Sunday. In one of the most densely inhabited parts of Liverpool this indifference, or, in many cases, more reprehensible ignorance about their children's education prevails to a great extent. In Paul Street, according to the testimony of an intelligent and accurate witness, there are 175 children who go to daily schools, whilst there are 215 not attending at any. Again, in Edgar Street, of the same district, there are 30 children at school and 34 who do not go to school. This district has its population of 10,000 crowded together in the space of a few streets. One very short and narrow street has 1800 inhabitants! There are no gentry nor large shopkeepers resident

in the whole district. Again, at Wigan, in the district of St. Catharine's, containing a population of 10,000, chiefly colliers and hand-loom weavers, I observed, during the hours of school, at almost every door, children of various ages from 6 to 11 years. In one group I counted 23 little ones. There are only 170 in the Church school, calculated to accommodate 950 children. The same indifference of parents is observable also in the Pemberton district, where great exertions have been made by the incumbent for the education of the labouring classes: at Oldham also, Heywood, and several other places in Lancashire.

From all these various causes which I have mentioned, it is plain that very great hindrances to elementary education exist in the northern district. Can they therefore be removed? Now, in attempting to remove any of these hindrances it may be well to consider, as an important point, the amount and character of the school-fee which is paid by children for their daily instruction. For if, as seems probable, one of the greatest impediments to general education arises from actual inability on the part of the parent to pay such fee, or to pay it for so long a time as his child's right education requires; if the wants of his family demand imperatively that the child be not burdensome to it, but a contributor, if only in a small degree, to its income; then the regulation of the school-fee and its adaptation to the circumstances of each place become of very great importance not only to the success but to the existence of our National Schools. Now, the amount of school-fee required in the northern district varies, in the common schools, from 9*d.* per week to 1*s.* per quarter (at some places in Yorkshire). It is not, however, always an uniform payment, but varying according to the number and nature of the subjects taught; and, from some observation, I am led to think that the variable system of payment, usually adopted, is prejudicial to the school, a hindrance to its progress, and not unlikely, also, to lower its tone. I have therefore prepared tables of the rates of payment at different schools (in Lancashire), and added such particulars as seem to be useful for arriving at a right conclusion on the subject.

Table of Fees.

It appears that, of 140 Schools inspected in Lancashire, the Fee is variable at 88 and fixed at 52. At only three of the whole number is the payment made by the quarter; in all the rest it is weekly.

VARIABLE FEES.

Weekly Payments. Rate in Pence.												Number of Schools.
1	..	2	..	..	..	..	..	..	..	..	..	13
	1½	2	..	..	..	..	..	..	..	..	..	4
1	..	2	..	3	..	..	..	..	..	..	..	9
1	1½	2	..	3	..	..	..	..	..	..	..	3
	1½	..	..	3	..	..	..	..	..	..	..	2
1	..	2	..	3	4	..	..	..	..	..	..	3
1	..	2	..	..	4	..	..	..	..	..	..	1
1	..	2	..	..	4	..	6	..	..	..	..	1
		2	2½	3	..	..	..	..	..	..	..	1
		2	..	3	..	..	..	..	..	..	..	10
		2	..	3	4	..	..	..	..	..	..	16
		2	..	3	4	5	6	..	..	..	..	1
		2	..	3	4	..	6	..	..	..	..	6
		2	..	3	..	..	6	..	..	..	..	6
		2	..	..	4	..	6	..	..	..	..	6
				3	4	5	..	..	..	..	..	1
				3	..	5	..	7	..	..	..	1
					4	5	..	..	..	..	..	1
							6	..	9	..	..	1
										12	18	1
												87

Payments per quarter for one School, 5*s.* and 7*s.*

FIXED PAYMENTS.

Weekly Payments. Rate in Pence.					Number of Schools.
1	..	..	..	..	8
	1½	..	..	..	5
		2	..	..	25
			3	..	10
				4	2
					50

Payments per quarter for two Schools, 3*s.* and 5*s.*

INFANT SCHOOLS.

Weekly Payments. Rate in Pence.				Number of Schools.
1	..	..	..	5
	1½	..	..	2
		2	..	6
			3	1
				14

As the schools from which the above Table is made are taken without design from the Lancashire list, we may suppose

them to afford a fair view of the school-fees of that county. Their first obvious circumstance is the majority of "variable fees" over "fixed payments" in the proportion of 22 to 13. I have stated my belief, from watching its effects in many places, that the variable fee is a hindrance to the general progress of the school. The parent is frequently content to pay only the lowest rate for his child, and thus excludes him from some of the subjects taught in the school, not rarely from writing, and very often from arithmetic. The common case in schools is, that for the lowest rate reading only is taught; for the next charge, reading and writing; for the third rate, reading, writing, and arithmetic, with English history and geography and grammar, though, as will be seen from the Table, separate charges are sometimes made for all of these subjects. It can hardly be denied that writing and arithmetic are as important parts of a child's proper education as reading is, and that no child should be in any of our National Schools without opportunity of learning them. But the state of the northern district seems to be this, that of

15,466 children learning to read,
only 5,037, or about 1 in 3, write in copy-books,
and 4,569, or 1 in 3½, learn first rules of arithmetic.

There seems little reason to doubt that, in boys' schools especially, this deficiency is partly caused by the increase of the school-fee for the additional subject, and that, were the rate of payment uniform, the great majority of children in every school would be making some progress in writing and arithmetic.

And with regard to the general progress of the school, it certainly seems to me, on looking at the subjoined lists of some of the chief places in Lancashire, that from some cause or other it is greater where the fee is fixed. The cause is probably this—that in these schools the children's minds are not wearied by the repetition of one or, at the most, two or three subjects of instruction, but have a pleasing and profitable variety of wholesome food set before them.

School Fees in Liverpool and its vicinity.

Name.	Rate in Pence per week.		
St. Barnabas . . .	..	2	Second child 1½.
St. Martin's . . .	..	2	
Everton, St. George .	..	2	
Windsor	1½	..	Second child 1.
Naylor Street . . .	1½		
Christ Church . . .	..	2	Boys of first class 3.
St. Luke's* . . .	..	2	For two of same family 3.

* I should remark a kind provision in the school payments at St. Luke's, Liverpool. Orphans are admitted gratis; the children of widows for 1*d.* per week. There is the same excellent arrangement at the large and thriving School at Staley-Bridge.

In this Table it appears that the schools in Liverpool have (as far as my means of observation extend) a fixed rate of payment, and that the average school fee in them is $1\frac{6}{7}d.$ per week.

From the following Table it seems that at Manchester the rate of payment is variable in the majority of schools, and that the average school fee for reading only is $2\frac{3}{7}d.$ per week; for all subjects taught it is $3\frac{3}{7}d.$ per week.

MANCHESTER and SALFORD.

Name.	Rate in Pence per week.				
Newton Heath	..	..	2	3	
St. Silas	..	..	..	..	4
St. George's	..	..	2	3	
Granby Row	1	$1\frac{1}{2}$	2	3	
Salford, Great George Street	1	$1\frac{1}{2}$	2	3	
St. Michael's	..	..	2	..	4
St. Anne's	..	..	..	..	4
St. Matthias	..	..	..	..	4
St. Barnabas	..	..	..	3	4
,, Girls	..	..	2	3	
St. Bartholomew	..	..	..	3	
Collegiate Church	..	..	2	3	
Ancoats, St. Andrew's	..	..	2	3	
Cheetham Hill	..	..	2	3	4

PRESTON and its Vicinity.

Name.	Rate in Pence per week.	
St. Mary's	1	2
St. Thomas	1	2
Trinity	1	2
Walton-le-Dale	1	2

Average for Reading $1d.$; for other subjects $2d.$ per week.

HEYWOOD.

Name.	Rate in Pence per week.			
Heady Hill	2	3	4	6
Mount Street	2	3		
St. James'	2	3		
St. Luke's	2	3		

Average for Reading $2d.$; for all subjects $3\frac{3}{4}d.$ per week.

OLDHAM.

Name.	Rate in Pence per week.					
St. Peter's . .	2	..	..	..	..	Factory children.
Ditto	..	3	4	5	..	Day-scholars.
St. James' . .	..	3	..	..	..	Factory children.
Ditto	..	..	4	5	..	Day-scholars.
St. Mary's . . .	2	3	4	..	6	

Average for Reading, $2\frac{2}{3}d.$; for all subjects $4\frac{1}{3}d.$ per week.

PEMBERTON DISTRICT.

Name.	Rate in Pence per week.				
Goose Green . . .	..	2	3	4	
Orrell	..	2	3	..	6
Marsh Green . . .	1	2	3	4	
Lambeihead Green .	1	2	3	4	

Average for Reading $1\frac{1}{2}d.$; for all subjects $4\frac{1}{2}d.$ per week.

BOLTON and its vicinity.

Name.	Rate in Pence per week.	
Emmanuel . .	..	2
Trinity . . .	..	2
Farnworth . . .	..	2
Rumworth . .	$1\frac{1}{2}$	

Average per week, $1\frac{7}{8}d.$

In the Liverpool schools given in the Table the school-fee is fixed. There is not one out of those seven places where I have not reason to think that the work of education is going on satisfactorily, and that, almost new as most of them are, they give much promise of future excellence. Christ Church has been known as a model school for some years. The master there has trained many valuable national schoolmasters. St. Barnabas, with its attendance of 620 on the day of inspection, is the hopeful work of only eight months. St. Martin's gives the valuable example of a national and a higher school carried on under the same roof, and with good prospect of success to each. Windsor has many pleasing features of sound education both in its boys' and girls' schools. The girls' school in Naylor Street is surprising, considering the localities in which its inmates are bred. St. Luke's and St. George's (Everton) are both proceeding satisfactorily. In all of them, for the one payment made, the children may learn all that the master is able to teach.

On the Manchester list something of the same kind is observable, as far as this. There are 14 schools in it. Only 4 of these have fixed payments: of them, 2 (St. Silas and St. Bartholomew) are almost new as juvenile schools, and cannot be appealed to in proof of progress. But it is certainly my opinion that, of all the schools (under inspection) in Manchester and its vicinity, none are making more satisfactory progress, or are in a more pleasing condition, than St. Anne's and St. Matthias (Salford), which are the two others on the list having a fixed rate of payment. I believe that several of the others are in some degree hindered by the irregularity of their school-payments, pressing heavily on the very poor, and giving an unfair advantage to the not more intelligent child of his somewhat richer neighbour. In the same way (speaking only of those schools which come under inspection), it appears to me that those at Preston, Heywood, Oldham, and Pemberton, with variable payments, are not making equal progress, nor comparable in discipline, with those at Bolton, where the school-fee is fixed, and the same to all children admitted into the schools.

But this (if I be not mistaken) superiority of progress is not the only advantage of a fixed payment. This method is, on the whole, the cheapest, and therefore the most advantageous to the poor man's child.

It will be seen, by looking to the general table returned from 140 schools in Lancashire, that the average rate of children's payment, in the whole number which compose it, is—

"For reading only," rather more than $1\frac{3}{4}d.$ per week.

"For all subjects taught in the school," $3\frac{1}{4}d.$ per week.

But in that portion of these schools in which the rates of payment vary, the average is—

"For reading only," rather more than $1\frac{3}{4}d.$ per week.

"For all subjects," rather above $4d.$ per week!!

Whilst in the remaining number, where the rate is uniform, the average payment is—

"For reading and all subjects," about $2\frac{1}{3}d.$ per week.

It seems therefore that the fixed rate of payment is an advantage of $1\frac{2}{3}d.$ per week to the poor man's child. I do not conceive that any greater recommendation of this method of payment is needed in these days.

And that this method must be adopted, or that a division of our schools into first and second, or higher and lower national schools (as I had the honour of suggesting to your Lordships in my Report for last year), must take place, I can hardly doubt.

There might be a still better arrangement: the fees of the school might be regulated according to the position and

income of the children's parents; and then all the scholars might be brought up together with the same advantages, the same interests, and the same feelings. This system is already carried out in some places, and with good effect.

At Downham the children of renters of 10*l.* and upwards, as well as all extra parochial people, pay a higher rate; the children of renters in the parish under 10*l.* pay a lower-rate. (The rate here is variable.) I know no better village school in Lancashire. At the school in Mount-street, Heywood, there is a similar provision: the farmers' children pay 3*d.*, the remainder 2*d.* per week. At Padgate the usual fee is 2*d.*; in the case of very poor children, 1*d.* only is taken. At the excellent National school also at Leigh the payment varies from 2*d.* to 3*d.* and 4*d.*, "according to what they earn." At Astley the usual rate is 1*d.* per week; but the children of subscribers of 5*s.* per annum pay 2*d.* Again, at the well-conducted and thriving school of Clayton-le-Moors, the rules are these:—

> Children of families whose earnings do not exceed 4*s.* per head per week pay 1*d.* and 2*d.* Of families earning above 4*s.* per head per week, 3*d.* and 5*d.*
>
> At Barnton, where the farmers' children pay from 5*s.* to 7*s.* 6*d.* per quarter, the labourers pay only from 2*d.* to 3*d.* per week.

In all these places the principle is acknowledged and acted upon, that the child should pay, not according to the subjects of his instruction, but according to the position in life of his parents; while in several other schools something like this prevails with regard to the factory children, or "short-timers," who pay a lower rate than the whole-day scholars. At Oldham, St. Peter's, for instance, they pay 2*d.* per week; the other children, 3*d.*, 4*d.*, and 5*d.* At St. James', Oldham, short-timers, 3*d.* per week; the rest, 4*d.* and 5*d.* At Ashton-under-Lyne their fee is 2*d.*; that of the other children, 3*d.* per week.

Another variety of payment is found in some places, where the rate is raised according to the class in which the child stands in the school. I am not prepared to state the effect of this system, but do not believe it to be advantageous for educational purposes. It is the case at Maghull, where 60 children pay an uniform rate of 2*d.*, and the remainder "according to the class, with a difference between boys and girls." At St. Peter's, Oldham, also, 3*d.*, 4*d.*, and 5*d.*, "according to the class." At Atherton this extra payment is restricted to the first class, whose fee is 4*d.*; whilst that of the other classes is 2*d.* and 3*d.* At Wargrave the same penalty is attached to the first class, who pay 6*d.*; whilst others pay 1*d.*, 2*d.*, and 4*d.* At Liverpool, Christ Church, the first class is fined in the same

manner. At Lamberhead Green and Marsh Green, in the district of Pemberton, the payment varies in the same way.

In other places, Parr (St. Helen's), Little Woolton, Stretford, &c., a difference, apparently without much reason, is made between the school-fees of boys and girls.

Another and a very beneficial rule holds in many places, that the second or third child of the same family should be admitted into the school at a lower rate. Instances of this are Salford, St. Matthias, where the first child of a family pays 4*d.*, two of same family 6*d.*, and three pay 8*d.* per week; Manchester (St. Barnabas), and Withington, where the fees are 3*d.* for one, 5*d.* for two, and 7*d.* for three children of the same family; and Great Crosby, where the first child of the family pays 3*d.*, and all others 2*d.* per week.

After these statements it will be no contradiction for me to express my hope that the children's fees of our National schools may not be lowered, but graduated to the condition and circumstances of the parents. It is my conviction that in many places these payments are already too low—too low *i. e.* for a considerable number of the children. The low rate should remain for those who are really unable to pay more; a higher rate should be added for the less poor. Both rates should be fixed; and for its payment the child, whatever its condition, should learn all that the master could teach.

I have little doubt that such a change would be beneficial to the schools at Preston; to several also of those at Manchester and Salford; and generally too to those at Hull, where it has been lately tried (at St. Stephen's), by changing the rate of payment from 4*d.* per month to 2*d.* per week. The result (in receipts) has been this:—

	£.	s.	d.
In boys' school the fees for whole year previous to increase were	32	1	11
In ½ years, since, increase	13	9	8
In girls' school for 5 months previous	9	1	9
for 5 months subsequent	12	16	8
Gain in boys' school per quarter	5	9	2
in girls' in 5 months	3	14	11

It is true that the numbers of children have diminished during the last year; but this was the case equally before the alteration of the school payment.

Infants' Fees.

The fees at infant-schools are almost always fixed. I am inclined to think that they are frequently at too low a rate. Considering how often children are sent to the school merely to be "out of the mother's way," helpless, troublesome little things, and requiring constant watchfulness and peculiar exertion on the part of the mistress, unwearied good temper and great ingenuity in teaching them the simple elements of the

few subjects suited to their age, it does not seem unreasonable that the parent, where he can fairly afford it, should pay at least 2*d.* per week for the advantages to his children and convenience to himself of the infant-school.

At about half the number of infant-schools the fee is only 1*d.* or 1½*d.* per week. It is very desirable that prepayment of the school-fee (where required by the rules of the school) should be strictly enforced. This would not only save many a twopence to the master in the school funds, but much time also wasted in endeavouring to recover that which, if afterwards paid, is paid grudgingly.

Prepayment by the month, or even by the quarter, would probably increase the regularity of the children's attendance at their schools. I would strongly urge on the managers of elementary schools the consideration of this subject; and in many cases a better regulation of the school-fee. One hindrance to the success of our National schools might thereby be removed.

It is much more difficult to suggest any remedy for that which I believe to be the chief evil now affecting elementary schools, viz. the irregularity of attendance at them, and early withdrawal of the children from them, in consequence of the value of their labour. At present there is no further remedy than the improvement of the school in all points, and the consequent inducement to the parents to obtain for as long a period as possible its advantages for their children. And though there doubtless is considerable improvement in many of the Lancashire schools, yet it is plainly insufficient to remedy the great evil of irregular attendance at them, or to lengthen in any observable degree the schooltime of the children. Indeed the evil is most evident and most mischievous in some of those places where the greatest efforts have been made to improve the system and details of education.

It cannot be too strongly urged on the attention of those who are interested in this most important subject, that a great number of children, probably one-fourth of those who ought to be under education, are not attending *at all* in elementary schools; that at least one half of those included in them are there for a short period and at irregular intervals; such that their actual schooltime is not one-third of their apparent schooltime; and that the average stay of those attending regularly at our National Schools does not exceed, if indeed it reaches, the term of two years.

It is therefore more with sorrow than with surprise that we read such testimony as the following from one of the most intelligent, patient, and accurate witnesses in the north of England —the Rev. J. Clay, chaplain to the Preston House of Correction—whose yearly Reports contain much valuable informa-

tion on the connection between ignorance and crime in the county of Lancaster. He says (23rd Report, 1846, p. 21),—"Let me present a short summary of three years' observation—hard, naked statistics—which I will clothe in but little commentary. During the period I name, the performance of my duty has brought me into contact with—

1733 men and boys, and 387 women and girls, altogether unable to read; with

1301 men and boys, and 287 women and girls, who knew not the name of the reigning sovereign! with

1290 men and boys, and 293 women and girls, so incapable of receiving moral or religious instruction, that to speak to them of 'virtue,' 'vice,' 'iniquity,' or 'holiness,' was to speak to them in an unknown tongue; and with

1120 men and boys, and 257 women and girls, so destitute of the merest rudiments of Christian knowledge, so untaught in religious forms and practice, that they knew not the name of Him who died for their sins, nor could they utter a prayer to their Father in Heaven!"

The whole number of prisoners on whom these observations were made seems to have been about 3700.

There were therefore nearly two out of three altogether unable to read.

Nearly one-half of the whole number ignorant of their sovereign's name!

And more than one in three who did not know the name of their Saviour, and never prayed to their God!

This is an awful statement—taken, it must be allowed, from some of the worst specimens of suffering and sinful men. Yet "these examples of ignorance and degradation" (again I quote Mr. Clay) "are drawn from North Lancashire only, than which three counties only—Cornwall, Cumberland, and Westmoreland—exhibit a more creditable moral state. Whilst the criminals in North Lancashire are to the population as about 1 in 1174, those of South Lancashire are 1 in 500! In fifteen other counties they are in a greater proportion." (Report, p. 24, note.)

Again, my Lords, I must express my conviction that, unless some means be devised for securing a longer and more regular attendance of children in elementary schools, all other improvements, whether in the number and fitness of the teachers, in the quality of books, in the quantity of other apparatus, in the size and convenience of rooms, &c., will produce very little effect. A great majority of children will go from them without any solid instruction, with not one good habit formed, nor

one tendency to evil suppressed; with some power of acquiring evil knowledge, to which they will be always most prone; but with no taste for higher literature, the difficulties of which will not, by the little learning of the school, be at all removed from them.

Improvement.

I must not however conclude this Report without stating that, in several places both of Yorkshire and Lancashire, some improvement is said to have taken place since the establishment and regular working of National Schools. Amongst these may be mentioned Lofthouse, near Wakefield; the district of St. Barnabas, Liverpool; Widness; Barnton; Wardle; Trinity, Bolton-le-Moors; St. Michael's; Middleton; St. Paul's, Bury; Tunstead; Stretford; and All Saints, Habergham. Several of these are decidedly good schools.

It struck me also that at St. Andrew's (Wakefield), Horbury, and Kirkstall, in Yorkshire—at St. Michael's, Trinity (Blackburn), Downham, and Garstang, in Lancashire, there were some very good rules for the management of their respective schools.

Nor can I bring this Report—chiefly on schools in Lancashire—to a conclusion without brief mention of those schools to which, for many years, almost all the religious instruction, and indeed the chief education, of Lancashire was owing. I speak of Sunday-schools, which in that county were more systematically conducted and carefully encouraged—often, I am inclined to think, to the neglect of daily schools—than in any other county of England. Amongst these—if not actually the largest in size, the most important and the most extensively known—are those of the parish-church at Bolton-le-Moors.

Bolton Parish-Church Sunday-Schools.

I had no opportunity until the present year of visiting them. They may be considered as the good fruit of 29 years' experience and devoted labour of the vicar (Rev. J. Slade) and his family. The young people and children of either sex are in separate rooms—one above the other—measuring 90 × 27 feet each. The numbers in each school are these:—

	On the Books.	Average Attendance.
Males	560	510
Females	570	600
	1230	1110

Both schools are divided into 25 classes, with 2 teachers to each. There is a monitors' class in either room, from which any deficiency in the number of teachers, owing to sickness or

other cause of absence, is supplied. There is also a superintendent and a deputy in each school. The teachers are voluntary, of all ranks in Bolton and its neighbourhood, of different circumstances and qualifications for their work; but all showing, by their regular attendance at the school, and their earnest devotion to its duties, the same cheerful and intelligent recognition of their position as members of the Church, and their obligations to labour faithfully in its service. The school-hours are from nine to a quarter after ten in the morning, and from three-quarters after one to three-quarters after two in the afternoon—like those of the excellent parish-church Sunday-school at Warrington—only two hours and a quarter in the whole day.

The schools are opened with a hymn, followed by prayers read by the vicar. These are joined in by the occupants of both rooms —a part of the floor of the upper-room being removed for this purpose, so that the reader's voice is audible to all present. After this religious service the Collects are repeated in the different classes—portions of Holy Scripture, selected by the teacher, read, and questions asked out of them, or the Catechism is said and explained. It appears that 9 classes of males, and 15 of females, read either the Old or New Testament; the answers made by the 9th class of boys were intelligent and ready. The same cheerful yet reverent intelligence appears to pervade both schools. But it is not, I believe, in the amount, however satisfactory, of the instruction imparted in them, that these schools are most valuable, and most worthy of the attention of all members of our church who are interested in the great subject of Education. There is a family likeness in all their proceedings, a parent likeness in the teachers, and child likeness in the taught, which make their operations more like the affectionate yet respectful intercourse of a family, than the workings of a public school. They seem to be conducted on principles rather than directed by rules. There is freedom in them without licence—cheerfulness without irreverence. The teachers are deeply interested not only in the right progress, but in the true welfare of the learners; whilst they, on their part, are really attached to those who are thus set over them for their good. Several of the teachers have themselves been brought up in, and gone through every class of, the school. Some were pointed out to me as having been in it 17 years. The present superintendent of the boys' school was, I think, one of these. It would be out of my province to speak of the effects of these institutions, but I have reason to think that they are not only large in appearance, but permanently and widely visible in many parts of the large and populous parish of Bolton. I remember, in making some inquiries about the character of a young woman, a teacher in one of our National schools, receiving for answer, "Oh, sir, she was in the Sunday-school at Bolton for some time," which seemed to be conclusive in her favour in my informant's opinion.

Nor is it for me to speak, except in its bearings on education, of the wise and kind spirit which has produced and carried on for 29 years this great work under, for a length of time, the most unfavourable circumstances. To the vicar of Bolton, not only his own parish, but all Lancashire, and indeed the North of England, are under a deep obligation, both for the model of a Sunday-school and the example of a clergyman's position and practice in it. And I must add that the same bright example is held up by every member of his family, who all devote themselves with unwearied activity and intelligent love to the same great object. Seven of them were teaching in the school on the day of my visit.

There may be, I believe, rightly a question as to the fitness or advantage of those Sunday-schools in which the labours of the 6 week-days are not diminished to our poor children on the day of holy rest. There may be also doubts whether Sunday-schools, as they are conducted in some places, are not productive of formality and an irreverent spirit. But I think that no one can witness the working of the Bolton schools without seeing that in them this is indeed not the case, but that, whilst they are the means of conveying sound religious instruction and imparting something of Christian education to very many young people of both sexes, they are at the same time a practical application of our blessed Lord's most instructive words, "The Sabbath was made for man, and not man for the Sabbath."

At many other places in Lancashire there are large, and, I am told, well-conducted Sunday-schools. Amongst them are St. Paul's (Manchester), St. Peter's and St. Mary's (Oldham), St. John's (Blackburn), &c.

Night Schools.

Another striking feature of the manufacturing district, though by no means confined to Lancashire, is the steady increase of evening, or as they are generally called "night-schools." This increase is, of itself, no slight proof of the inability of the daily schools to meet the wants and circumstances of the youthful labouring population. In many places the National school is open, under its usual teachers, for two or three hours every night, or on certain nights of the week, for the reception of young people chiefly between the ages of 13 and 20. The two sexes generally come at different hours or on alternate nights. In these schools, attended for the most part by those who are anxious to improve themselves, a fair amount of instruction is imparted in reading, writing, and arithmetic. But there is little place for education in them. Perhaps the nearest approach to it is in those, not frequent, instances where the clergyman's wife employs herself in reading and working with the young women from the factories, giving them at the same time the knowledge and the example of useful industry. If the hours of daily labour were shortened, these schools would form a large and important part of our

educational arrangements for the working classes; and in no county would they be more valuable than in Lancashire, where the few hours of the evening's release from toil are often given to habitual drinking—to low gambling—to public amusements of doubtful or mischievous character—and to political meetings which promote neither the happiness of the individual nor the welfare of the country. Well-conducted evening schools, with libraries and reading-rooms attached to them, would probably be the best means of counteracting the evil influences which the exciting life of the factory, or the uncomfortable state of the home, is too apt to create in the young of either sex. In several places in Lancashire, not only towns but villages, reading-rooms for young men have been tried with success. This is the case at the village of St. Michael's, where indeed all improvements in the education of the working classes are most carefully and liberally forwarded by the rector.

In conclusion, my Lords, it cannot, I think, be said that the state of elementary education in Lancashire is satisfactory, yet it must be allowed that there has been great increase of means towards its improvement, and great exertions made in the last few years for this object. These exertions have been made chiefly by the clergy, the majority of whom are, as may be judged by the list given in this Report, men of small pecuniary means, either from professional income or other sources. In large and populous districts, not unfrequently unaided in their noble efforts by a single resident owner or occupier of land, or employer of labour—at times powerfully opposed by those whose influence extends over the great mass of the labouring population—their exertions ridiculed—their motives calumniated—themselves, and I must add their wives, insulted—their persons not always safe from violence, amidst scenes of misery and semibarbarism, in the abodes of inconceivable ignorance, extreme poverty, and hideous sin—have these missionaries in a Christian land followed their holy calling and striven to rescue at least the little ones of their intrusted flock from the degradation of a wretched life. Chiefly owing to their exertions schools have been erected in many places, and such teachers appointed to them as a strong sense of duty or inability to obtain better situations have urged to the work. But there are, as I have endeavoured to show, many and great hindrances to its favourable progress. There are, above all, ignorant parents who do not desire their children's improvement, and miserable parents who actually need their children's labour. Still the struggle for education is continued. Its supporters gain ground, though it be only inch by inch. In no part of England is the result of the contest more earnestly watched, or more vitally important, than in that portion of the Northern District to which this Report refers.

I have the honour to be, &c.

FREDERICK WATKINS.

To the Right Hon. the Lords of the
Committee of Council on Education.

TABLE of Costs of Erection of Schools, and Cost per Child.

NAME OF SCHOOL.	Whole Cost of Erection.			Number of Children accommodation.	Cost per Child.		
	£.	s.	d.		£.	s.	d.
LANCASHIRE.							
Admarsh	58	0	0	60	0	19	4
Accrington (Infants)	688	2	7	208	3	6	1¾
Blackburn (St. John's)	2,290	6	10	1,140	2	0	1¼
Bolton (Emmanuel)	1,061	13	6	500	2	2	5½
Bootle in Walton	920	3	5	300	3	1	3
Burnley (St. James)	1,033	14	1	540	1	18	3¼
Bury (St. Paul's)	333	11	0¼	220	1	12	1½
Cabin End (Oswaldtwistle)	221	10	0½	270	0	16	4¾
Clithero (National)	1,260	12	6	600	2	2	0¼
Chorley (Infants')	460	18	6½	312	1	9	6½
Crosby (Waterloo)	669	10	11	212	3	3	1¾
Crossens	179	3	3	162	1	2	1¼
Darwen (Lower)	343	9	10	200	1	14	4
Euxton	350	0	0	252	1	7	9¼
Ewood Bridge	164	16	7	202	0	16	3¾
Farnworth (Warrington)	378	5	2	190	1	19	9¾
Garstang (National)	297	13	7	208	1	8	7¼
Goodshaw Booth	1,655	17	7	468	3	10	9
Hambleton	72	10	0	76	0	19	0¾
Harwood (Great)	391	14	0½	250	1	11	4
Kirkdale (St. Mary's)	886	8	7	240	3	13	10¼
Liverpool (St. Barnabas)	2,846	4	5½	730	3	17	11½
,, (St. Bride's)	1,850	0	0	600	3	1	8
,, (St. Catherine's)	1,027	4	6	380	2	14	0¾
,, (Christ Church)	3,029	4	9	600	5	0	11½
,, Everton (St. Augustine's)	1,058	15	7½	400	2	12	11¼
,, (St. Luke's)	1,477	0	0	410	3	12	0½
,, (St. Martin's)	2,710	14	0	700	3	17	5¼
,, (Naylor Street)	1,724	14	0	768	2	4	10¾
,, (Windsor)	1,610	18	9	690	2	6	3½

NAME OF SCHOOL.	Whole Cost of Erection.			Number of Children accommodation.	Cost per Child.		
	£.	s.	d.		£.	s.	d.
LANCASHIRE—*continued.*							
Manchester (St. Silas)	2,032	13	0	800	2	10	9¾
Mawdesley	272	1	7	168	1	12	4½
Preston (Trinity)	1,366	5	5	650	2	2	0½
Rawtenstall	529	5	9	465	1	6	1½
Rumworth	170	0	0	100	1	14	0
Samlesbury	430	0	0	250	1	14	4¾
Shaw in Crompton	642	4	4	420	1	10	6¾
Small-Bridge	859	15	11½	400	2	2	11¾
Stonefold	207	16	8	120	1	14	7½
Stretford	1,199	1	0	350	3	8	6
Todmorden	1,693	10	6	600	2	16	7¼
Tottington	578	10	6	315	1	16	8¾
Tunstead	665	10	2	372	1	13	1
Wargrave	1,200	0	0	495	2	8	5½
Wensley Fold	533	6	7	300	1	15	3½
White Coppice	288	17	8	90	3	4	2¼
CHESHIRE.							
Barnton	781	19	8	225	3	9	6
Latchford	373	0	0	180	2	1	5¼
YORKSHIRE.							
Coley	352	9	6	300	1	3	5¼
Eastrington	317	4	7	100	3	3	5¼
Halifax, S.E.	1,401	4	0	513	2	14	7½
Kirkburton	223	2	10½	100	2	4	7½
Leeds (Edgar Street)	1,111	17	3	668	1	13	3½
Lofthouse	502	6	9	200	2	10	2¾
Pudsey (Far Town)	439	8	4	200	2	3	11¼
Sowerby (St. George)	657	2	5½	350	1	17	6½
Wrenthorpe	315	15	5	225	1	8	0¼

APPENDIX.

NAMES OF PLACES.	Date of Visit.	Number on Books	Average Attendance.	Present	Number of Head Teachers	Number of Assistants	Population of Place or District
LANCASHIRE.	1846.						
Accrington, Christ Church	Sept. 3	67	60	63	1	1	2,500 about.
Accrington	..	..	..	..	..	..	10,000
Infants	,, 4	56	41	52	1	0	
National	,, 3	200	170	181	2	0	
Mr. Hargreaves . . .	,, 3	252	60	62	1	0	
Adlington	..	..	..	..	..	..	2,200
Boys	July 8	44	37	27	1	0	
Girls	,, 8	40	35	35	1	0	
Admarsh	,, 3	32	25	8	1	0	249
Ainsworth	Aug. 12	92	70	57	1	0	1,200
Ashton-under-Lyne, St. Peter's	..	..	..	..	..	..	8,000
Boys	Nov. 12	164	90	149	1	0	
Girls	,, 12	159	96	137	1	1	
Infants	,, 12	260	195	203	2	0	
Astley	..	..	..	..	..	..	2,100
Boys	May 19	132	105	105	1	0	
Girls	,, 19	91	66	68	1	0	
Atherton	..	..	..	..	..	..	4,400
Boys	,, 20	62	48	49	1	0	
Girls and Infants . .	,, 20	100	65	75	1	1	
Baldingstone	Aug. 31	40	35	36	1	0	in Warmersley.
Billinge.							
Boys	June 15	57	45	33	1	0	
Girls	,, 15	83	55	42	1	0	
Old School	,, 15	60	50	45	1	0	
Bickerstaffe	..	..	..	..	..	..	2,000
Boys	May 12	46	34	30	1	0	
Girls	,, 12	52	35	35	1	0	
Infants	,, 12	55	50	44	1	0	
Birch, Middleton . . .	..	..	..	..	..	..	2,780
Boys	Aug 3	86	70	54	1	0	
Girls	,, 3	44	38	28	1	0	
Manchester.							
Boys	May 22						
Girls	,, 22						
Blackburn, St. John's . .	..	..	..	..	..	..	5,000
Boys	July 15	160	140	59	1	0	
Girls	,, 15	140	115	29	1	0	
Infants	,, 15	130	130	112	1	1	
Trinity	..	..	..	..	..	..	4,000
Boys	,, 14	105	60	60			
Girls	,, 14	98	40	50	1	0	
Blackburn, Girls' Charity .	,, 15	67	65	65	1	0	36,629 whole parish
Bolton, Emmanuel . . .	..	..	..	..	..	..	7,000
Boys	June 11	250	230	224	1	1	
Girls	,, 11	170	150	146	1	1	
(Parish), Sunday . . .	..	..	..	..	..	..	49,763 whole parish.
Boys	Aug. 30	560	510	510	voluntary		
Girls	,, 30	670	600	600			

APPENDIX—*continued.*

NAMES OF PLACES.	Date of Visit.	Number on Books.	Average Attendance.	Present.	Number of Head Teachers.	Number of Assistants.	Population of Place or District.
LANCASHIRE (*continued*).	1846.						
Trinity	..	..	..	..	..	..	12,000
Boys	June 12	300	260	186	1	0	
Girls	,, 12	180	150	143	1	0	
Bootle in Walton	..	..	..	..	..	..	1,800
Boys	April 27	68	60	49	1	0	
Girls	,, 27	70	60	71	1	0	
Briercliffe	..	..	..	..	..	..	2,700
Boys	Oct. 29	76	53	48			
Girls	,, 29	30	22	17	1	0	
Buckhurst	..	..	..	..	..	..	800
Boys	Sept. 1	31	18	15			
Girls	,, 1	30	16	22	1	0	
Burnley Parish.							
Boys	,, 7	..	210				
Girls	,, 7						
St. James	..	..	..	..	..	..	4,000
Boys	,, 8	91	58	47	1	0	
Girls	,, 8	131	60	67	1	0	
Bury, St. Paul	..	..	..	..	..	..	7,000;
Boys	Aug. 6	120	73	75	1	0	whole
Girls	,, 6	120	58	45	1	0	parish,
Peel Street	,, 7	130	90	66	1	0	20,710
Moorside.							
Boys	,, 6	189	86	64	1	0	
Girls	,, 6	81	56	49	1	0	
Busk in Oswaldtwistle	..	..	..	..	..	..	5,000
Boys	July 20	40	30	33			
Girls	Oct. 21 ,, 30	61	50	52	1	0	
Cabin End.							
Boys	July 20	64	45	43			
Girls	,, 20	83	20	19	1	0	
Chatburn	Nov. 3						
Chorley, National	..	..	..	..	..	..	7,000?
Boys	July 28						
Girls	,, 28						
Infants	,, 6	280	200	..	1	1	
Botany Bay.							
Boys	,, 28	33	30	33			
Girls	,, 28	44	40	49	1	0	
Church Kirk	Oct. 19	112	100	100	1	0	
Church Town.							
Boys	July 7						
Girls	,, 7						
Clayton-le-Moors	..	..	..	..	..	..	2,700
Boys	Sept. 10	..	..	..	1	1	
Girls	,, 10	..	..	..	1	0	
Clitheroe, National	..	..	..	..	..	..	5,000
Boys	Oct. 23	164	130	124	1	0	
Girls	,, 23	148	117	42	1	0	
St. James	Nov. 2	172	90	76	1	0	2,000
Colne, National	..	..	..	..	..	..	11,000
Boys	Oct. 27	169	110	149			
Girls	,, 27	92	60	71	1	1	
Infants	,, 28	158	130	144	1	1	

APPENDIX—*continued.*

NAMES OF PLACES.	Date of Visit.	Number on Books.	Average Attendance.	Present.	Number of Head Teachers.	Number of Assistants.	Population of Place or District.
LANCASHIRE (*continued*).	1846.						
Christ Church	..	..	..	..	..	..	2,700
Boys	Oct 28	59	45	42			
Girls	,, 28	22	16	15	1	0	
Waterside	,, 27						
Crosby, Great	..	..	..	..	..	..	1,000
Boys	May 21	30	25	29			
Girls	,, 21	18	12	11	1	0	
Waterloo	..	..	..	..	..	..	400
Boys	,, 21	30	18	16	1	0	
Girls	,, 21	18	12	21	1	0	
Infants	,, 21	38	23	31	1	0	
Crossens	July 7	116	80	84	1	0	
Darwen	..	..	..	...	..	..	2,500
Boys	,, 21	43	32	24			
Girls	,, 21	20	18	17	1	0	
Deane	..	..	..	..	..	..	5,000
Boys	Aug. 28	35	33	30	1	0	
Girls and Infants . .	,, 28	95	75	73	1	0	
Downham	..	..	..	..	..	..	700
Boys	Nov. 3	37	25	33			
Girls	,, 3	35	22	28	1	0	
Eccleston, St. Thomas . .	..	..	..	..	..	..	3,500
Boys	April 23	116	93	88	1	0	
Girls	,, 23	84	60	50	1	0	
Infants	,, 23	120	100	87	1	0	
Mrs. Greenall's, Girls . .	,, 24	24	20	20	1	0	
Euxton	July 6	..	45				
Ewood Bridge	Sept. 1	28	20	19	1	0	3,080
Farnworth, Bolton . . .	..	..	..	..	..	..	8,000
Boys	June 9	..	..	95	1	1	
Girls	,, 9	..	..	64	1	0	
Infants	,, 9	..	..	59	1	0	
Ditto, Warrington . . .	..	..	..	..	..	..	4,000
Boys	May 11	65	41	49	1	0	
Girls	,, 11	52	45	42	1	0	
Foxhill Bank	Oct. 21						
Freckleton.							
Boys	June 18						
Girls	,, 18	64	43	50	2	0	
Garstang	..	..	..	..	..	..	800
Boys	July 2						
Girls	,, 2	55	40	41			
National	Nov. 9	68	50	55	1	0	
Goodshaw Booth . . .	..	..	..	..	..	..	3,650
Boys	,, 11	263	99	84	1	0	
Girls	,, 11	201	88	85	1	0	
Grane in Haslingden . .	Sept. 2	..	..	..	0	0	8,000 whole district.
Habergham, All Saints . .	..	..	..	..	..	..	2,500
Boys	Oct. 20	..	66	106	1	0	
Girls	,, 20	..	63	52	1	0	
Infants	,, 20	..	90	95	1	0	

APPENDIX—*continued.*

NAMES OF PLACES.	Date of Visit.	Number on Books	Average Attendance.	Present.	Number of Head Teachers.	Number of Assistants	Population of Place or District.
LANCASHIRE (*continued*).	1846						
National	..	..	..	..	..	..	9,000
Boys	Sept. 8	146	110	110	1	0	
Girls	,, 9	104	75	92	1	0	
Harwood, Great	Nov. 10	68	50	36	1	0	2,400
,, Butts	,, 10	66	56	55	1	0	
Hambleton	..	..	..	..	..	..	360
Sunday only	July 1	..	..	..	0	0	
Old School	,, 1	40	32	32	1	0	
Haydock	..	..	..	..	..	..	1,300
Boys	Mar. 18	44	30	48			
Girls	,, 18	92	60	66	1	1	
Heywood, Heady Hill	..	..	..	..	..	..	4,500
Boys	Aug. 21	74	65	49	1	0	
Girls	,, 21	41	35	33	1	0	
St. Luke's	..	..	..	..	..	..	10,000
Boys	,, 19	52	40	58			
Girls	,, 19	50	42	47	1	1	
Mount Street.							
Boys	,, 19	63	52	42	1	0	
Girls	,, 19	30	25	21	1	0	
St. James	..	..	..	..	..	..	4,500
Boys	,, 20	120	110	112			
Girls	,, 20	76	70	84	1	0	
Infants	,, 20	65	50	42	1	0	
Higham	..	..	..	..	..	..	1,200
Boys	Oct. 22	19	17	18			
Girls	,, 22	11	7	6	1	0	
Hurst Green	..	..	..	..	..	..	1,500
Boys	July 24	22	20	11	1	0	
Girls	,, 24	24	14	15	1	0	
Huncoats	Oct. 21						
Kersley	July 30	same as Farnworth, Bolton.					
Lancaster, National.							
Boys	Nov. 5						
Leigh, Bedford	..	..	..	..	..	..	4,200
Boys and Girls	May 18	125	85	69	1	0	
Infants	,, 18	77	50	47	1	0	
Lately Common	,, 18	..	..	..	0	0	1,000
National	..	..	..	..	..	..	7,000
Boys	,, 1	44	34	35			
Girls	,, 1	32	28	25	1	0	
Infants	,, 1	86	62	61	1	0	
Leyland	..	..	..	..	..	..	4,000
Infants	July 9	130	90	..	1	0	
Liverpool, St. Luke's	..	..	..	..	..	..	10,000
Boys	April 17	74	59	59	1	0	
Girls	,, 17	50	40	40	1	0	
Infants	,, 17	100	80	80	1	0	
St. Barnabas	..	..	..	..	..	..	12,000
Boys	Mar. 24	210	166	190	1	1	
Girls	April 9	204	162	205	1	2	
Infants	,, 9	250	197	225	1	2	

APPENDIX—*continued.*

NAMES OF PLACES.	Date of Visit.	Number on Books.	Average Attendance.	Present.	Number of Head Teachers.	Number of Assistants.	Population of Place or District.
LANCASHIRE (*continued*).	1846						
Christ Church	..	..	..	..	..	..	10,000
Boys	April 7	275	207	179	1	0	
Girls	,, 16	186	110	116	1	0	
Infants	,, 16	185	180	160	1	1	
St. Catharine's	..	..	..	..	..	..	8,000
Boys	Mar. 25	69	50	57			
Girls	,, 25	76	60	61	3	3	
Infants	,, 25						
St. Martin's, Commercial .	..	..	..	..	..	..	11,000
Boys	,, 26	20	19	19	1	0	
Girls	,, 26	18	18	18	1	0	
National.							
Boys	,, 26	215	100	106	1	1	
Girls	April 16	180	80	86	1	1	
Infants	,, 16	259	136	149	1	1	
Toxteth Park, St. John's .	..	..	..	..	..	..	10,000
Boys	Mar. 27	130	120	165			
Girls	,, 27	216	176	136			
Infants	,, 27	146	120	110	3	1	
Windsor	..	..	..	..	..	..	7,000
Boys	,, 31	140	120	119	1	1	
Girls	April 8	100	85	93	1	0	
Infants	,, 8	225	130	127	1	1	
Naylor Street	..	..	..	..	..	..	10,000
Boys	,, 1	184	140	136	1	1	
Girls	,, 15	150	120	129	1	1	
Infants	,, 15	170	140	142	1	1	
St. Bride's.							
Boys	,, 14						
Girls	,, 14						
Infants	,, 14						
Kirkdale St. Mary's, Sunday	..	..	..	..	..	..	5,000
Boys	,, 2	75					
Girls	,, 2	145	..	..	0	0	
Everton St. Augustine's .	..	..	..	..	..	..	7,500
Boys	,, 15	140	120	105	1	1	
Girls	,, 15	141	100	69	1	2	
Infants	,, 15	131	110	61	1	0	
Everton St. George . .	..	..	..	..	..	..	20,000?
Boys	Mar. 30	95	77	66	1	0	whole
Girls	,, 30	80	62	46	1	0	district.
Infants	,, 30	86	54	58	1	0	
Everton, National.							
Boys	April 2	174	130	132	1	1	
Girls	,, 2	110	85	80	1	1	
Infants	,, 2	100	75	76	1	1	
Maghull	..	..	..	..	..	..	1,200
Boys	May 15	60	52	45	1	0	
Girls	,, 15	60	48	39	1	0	
Manchester, Ancoats St. Andrew's.							
Boys	Aug. 25						
Girls	,, 25						
Infants	,, 25						

APPENDIX—*continued.*

NAMES OF PLACES.	Date of Visit.	Number on Books.	Average Attendance.	Present.	Number of Head Teachers.	Number of Assistants.	Population of Place or District.
LANCASHIRE—*continued.*	1846						
St. Barnabas	..	..	..	..	..	..	5,500
Boys	Sep. 11	136	84	72	1	0	
Girls	,, 11	140	75	43	1	0	
St. George	..	..	..	..	..	..	30,000
Girls	Nov. 20	81	67	71	1	0	
Granby Row	..	..	..	..	..	..	no special
Boys	Aug. 25	100	80	72	1	0	district.
Girls	,, 25	70	50	51	1	0	
Infants	,, 25	260	210	203	1	1	
St. Silas	..	..	..	..	..	..	5,700
Boys	May 29	87	60	45	1	0	
Girls	,, 29	78	60	42	1	0	
Infants	,, 29	130	75	60	1	0	
Marsden, Little	..	..	..	..	..	..	3,500
Boys	Oct. 30	90	63	64			
Girls	,, 30	45	31	23	1	0	
Mawdesley.							
Boys	July 23	12	11	12			
Girls	,, 23	15	14	13	1	0	
Michael's, St.							
Boys	July 1	67	60	25	1	0	
Girls	,, 1	..	..	..	1	0	
Infants	,, 3	50	50	45	1	0	
Middleton	..	..	..	..	..	..	15,500
Boys	Aug. 4	48	36	45	1	0	
Infants	,, 4	177	150	139	1	1	
Barrowfield, Infants.							
Boys	,, 4	52	50	35			
Girls	,, 4	48	45	62	1	0	
Milnrow	..	..	..	..	..	..	5,000
Boys	May 28	136	78	79	1	0	
Girls	,, 28	112	58	65	1	0	
Mellor Brook	July 13	85	76	25	1	0	
Myddleton Hall.							
Girls	June 15	..	..	..	1	0	
Newton-le-Willows	..	..	..	..	..	..	1,500
Boys	April 6	47	25	21	1	0	
Girls	Mar. 16	76	35	28	1	0	
Oldham, St. Mary	..	..	..	..	..	..	64,000
Boys	,, 20	84	68	74	1	0	whole
Girls	,, 20	28	20	28	1	0	district.
Infants	,, 20	134	90	59	1	0	
St. Peter's.							
Boys	,, 20	186	170	101	1	0	
Girls	,, 20	115	90	48	1	0	
Infants	,, 20	130	130	117	1	1	
Orford, Sunday	May 3	130	127	127	voluntary	teachers.	
Ormskirk	..	..	..	..	..	..	5,000?
Boys	,, 13	73	51	55	1	0	
Girls	,, 13	55	39	40	1	0	
Infants	,, 14	75	60	57	1	0	
Padgate	..	..	..	..	..	..	2,000
Boys	,, 5	50	40	23	1	0	
Girls and Infants	,, 5	30	25	43	1	0	
Padiham	Oct. 12	133	110	..	1	0	

APPENDIX—*continued.*

NAMES OF PLACES.	Date of Visit.	Number on Books.	Average Attendance.	Present.	Number of Head Teachers.	Number of Assistants.	Population of Place or District.
LANCASHIRE—*continued.*	1846.						
Parr, St. Helen's	..	..	..	..	..	..	3,000
Boys	Mar. 19	40	..	26			
Girls	,, 19	50	65	27	1	0	
Infants	,, 19	149	84	59	1	0	
Pemberton, Far Moor	..	..	..	..	..	..	6,000
Boys	April 28	44	35	25			
Girls	,, 28	28	16	18	1	0	
Goose Green.							
Boys	,, 29	43	38	36	1	0	
Girls	,, 29	8	7	7	1	0	
Infants	,, 29	85	60	52	1	0	
Lamberhead Green.							
Boys	Aug. 10	65	54	48	1	0	
Girls	,, 10	55	47	34	1	0	
Infants	,, 10	70	60	52	1	0	
Pendleton, Whalley	..	..	..	..	..	..	360
Boys	Oct. 15	22	20	25			
Girls	,, 15	18	10	20	1	0	
Preston, Commercial	..	..	..	..	..	..	no special
Boys	June 18	64	60	60	2	2	district.
Girls	,, 18						
St. Thomas's.	..	..	..	..	..	..	7,000
Boys	,, 22	260	185	220	1	0	
Girls	,, 22	245	164	164	1	0	
St. Mary's	..	..	..	..	..	..	5,000
Boys	,, 23	210	130	169	1	0	
Girls	,, 23	157	89	93	1	0	
Trinity	..	..	..	..	..	..	5,000?
Boys	,, 24	126	90	145	1	0	
Girls	,, 24	140	84	126	1	0	
Infants	,, 25	140	86	72	1	0	
Christ Church	..	..	..	..	..	..	5,500
Boys	,, 23						
Girls	,, 23						
Infants	,, 23	..	120	..	1	0	
Quernmore	Nov. 4	38	28	27	1	0	550
Radcliffe	..	..	..	..	..	..	7,000
Boys	Aug. 17	109	76	66	1	0	
Girls	,, 17	65	40	36	1	0	
Rainhill	..	..	..	..	..	..	2,000
Boys	April 21	60	40	40	1	0	
Girls	,, 21	63	42	51	1	0	
Rawtenstall	..	..	..	..	..	..	5,600
Boys	Oct. 19						
Girls	,, 19	165	109	88	2	0	
Read, in Whalley	..	..	..	..	..	..	460
Boys	,, 14	48	35	28			
Girls	,, 14	37	25	22	1	0	
Rochdale	..	..	..	..	..	..	68,000
Boys	May 27	229	200	185			whole
Girls	,, 27	50	35	74	1	0	parish.
Infants	,, 27	104	70	65	1	0	
New School	,, 27						
Rumworth	Aug. 28	95	75	73	1	1	given above.

APPENDIX—*continued.*

NAMES OF PLACES.	Date of Visit.	Number on Books	Average Attendance.	Present	Number of Head Teachers.	Number of Assistants.	Population of Place or District.
LANCASHIRE—*continued.*	1846.						
Sabden	..	..	..	..	..	..	1,500
Boys	Oct. 16	55	31	41	1	0	
Girls	,, 16	36	20	19	1	0	
Infants	,, 16	..	..	..	2	0	
Salford, Great George Street	..	..	..	..	..	..	no special district.
Boys	Aug. 26	203	150	159	1	1	
Girls	,, 27	135	70	92	1	1	
Infants	,, 27	245	160	184	2	0	
Samlesbury, Sunday	July 10	130	90	90	voluntary		1,720
Shaw in Crompton	Aug. 14	78	56	40	1	0	4,000
Skelton	Nov. 5	105	80	82	1	0	1,700
Free School	,, 5	20	8	14	1	0	
Small Bridge	..	..	..	..	..	..	4,000
Boys	June 16	75	75	68	1	0	
Girls	,, 16	147	147	110	1	0	
Smithell's Deane	,, 10	60	38	32	1	0	500
Southport	..	..	..	..	..	..	4,000
Boys	May 14	79	57	37	1	0	
Girls	,, 14	90	86	58	1	0	
Infants	,, 14	69	59	43	1	0	
Spotland	..	..	..	..	..	..	2,000
Boys	June 16	36	30	31	1	0	
Girls	,, 16	27	20	23	1	0	
Stand. Sunday	..	..	..	..	..	..	6,000?
Boys	Aug. 13	138					
Girls	,, 17	149	..	..	0	0	
National.							
Boys	,, 17	107	84	84	1	0	
Girls	,, 17	104	80	80	1	0	
Stonefold, near Haslingden	..	..	..	..	..	..	given above.
Sunday School.							
Boys	Sept. 2	40					
Girls	,, 2	50					
Stretford	..	..	..	..	..	..	2,500
Boys	Aug. 24	83	80	67	1	0	
Girls	,, 24	53	48	41	1	0	
Infants	,, 24	89	70	66	1	0	
Symonstone	..	..	..	..	..	..	500?
Boys	Oct. 15	14	..	12			
Girls	,, 15	14	17	14	1	0	
Tarleton	..	..	..	..	..	..	2,000
Girls	June 19	93	75	45	1	0	
Grammar Free School.							
Boys	,, 19	90	75	60	1	0	
Todmorden	..	..	..	..	..	..	3,000
Boys	May 26	121	90	96	1	0	
Girls	,, 26	73	45	60	1	0	
Tottington, Lower	..	..	..	..	..	..	4,050
Boys	Aug. 5	34	..	24			
Girls	,, 5	30	..	27	1	0	
Trawden	..	..	..	..	..	..	2,460
Boys	Oct. 26	32	28	30			
Girls	,, 26	8	5	8	1	0	
Tunstead	..	..	..	..	..	..	6,000?
Boys and Girls	Aug. 18	93	77	79	1	0	
Girls and Boys	,, 18	67	52	53	1	0	

APPENDIX—*continued.*

NAMES OF PLACES.	Date of Visit.	Number on Books.	Average Attendance.	Present.	Number of Head Teachers.	Number of Assistants.	Population of Place or District.
LANCASHIRE—*continued.*	1846.						
Unsworth	..	..	..	..	..	..	5,000
Boys	Nov. 13	60	42	33	1	0	
Girls	,, 13	57	45	53	1	0	
Walmsley, Sunday . . .	..	..	..	..	..	..	2,600
Boys	Aug. 11	130	100	100	voluntary		
Girls	,, 11	151	120	120			
Walton-le-Dale	..	..	..	..	..	..	4,000
Boys	July 22	151	114	105			
Girls	,, 22	78	47	54	1	0	
Infants	,, 22	192	90	77	1	0	
Wardle	..	..	..	..	..	..	8,000
Boys	May 28	113	62	62			
Girls	,, 28	70	40	31	1	0	
Warmersley	..	..	..	..	..	..	3,000
Boys and Girls . .	Aug. 31	132	75	85	1	0	
Infants	,, 31	66	35	43	1	0	
Wargrave	..	..	..	..	..	..	2,000
Boys	Mar. 17	75	70	58	1	0	
Girls	,, 17	43	39	26	1	0	
Wensley Fold	..	..	..	..	..	..	2,600
Boys	July 16	116	110	97			
Girls	,, 16	83	76	54	1	0	
West Houghton	..	..	..	..	..	..	4,500
Boys	June 10	60	40	55	1	0	
Girls	,, 10	20	19	27	1	0	
Daisy Hill	,, 8	45	27	31	1	0	
Whalley	..	..	..	..	..	..	3,600
Boys	Oct. 13	53	40	59	1	0	
Girls	,, 13	63	40	48	1	0	
Witton, St. Mark's.							
Boys	July 16	150	150	145	1	1	
Girls	,, 16	60	50	50	1	0	
White Coppice	..	..	..	..	..	..	2,000
Boys	,, 29	33	22	25			
Girls	,, 29	28	19	26	1	0	
Wheelton.							
Boys	,, 27	50	26	20			
Girls	,, 27	45	22	21	1	0	
Whittle-le-Woods . . .	..	..	..	..	..	..	2,900
Boys	,, 27	142	90	55			
Girls	,, 27	66	60	49	2	0	
Widness Dock	May 5	57	45	39	1	0	4,500 whole district.
Wigan, St. George . . .	April 29	80	47	55	1	0	6,000
St. Catherine . . .	..	..	..	..	..	..	10,000
Boys	,, 30	81	66	51	1	0	
Girls	,, 30	131	100	97	1	0	
Woolton, Little	..	..	..	..	..	..	2,000
Boys	,, 22	26	24	21	1	0	
Girls	,, 22	43	36	31	1	0	
Infants	,, 22	76	66	71	1	0	
Wray with Botton . . .	..	..	..	..	..	..	900
Boys	Nov. 6	34	19	24			
Girls	,, 6	29	8	17	1	0	

APPENDIX—*continued.*

NAMES OF PLACES.	Date of Visit.	Number on Books.	Average Attendance.	Present.	Number of Head Teachers.	Number of Assistants.	Population of Place or District.
YORKSHIRE.	1846.						
Barnby-in-the-Marsh	Nov. 18	..	50	..	1	0	500
Brampton Bierlow	..	..	..	..	..	..	in Wath
Boys	April 3	..	..	39			district.
Girls	,, 3	..	..	24	1	1	
Castleford	..	..	..	..	..	..	1,850
Boys	Nov. 17	50	46	44			
Girls and Infants	,, 17	80	54	29	2	0	
Coley	..	..	..	..	..	..	4,000
Boys	Mar. 11	75	50	46			
Girls	,, 11	39	10	13	1	0	
Conisbro	..	..	..	..	..	..	1,500
Boys	Feb. 26	..	..	26			
Girls	,, 26	54	45	3	1	0	
Doncaster	..	..	..	..	..	..	11,300
Boys	,, 26	287	242	178	1	1	
Girls	,, 26	193	160	133	1	1	
Eastrington	..	..	..	..	..	..	2,070
Boys	Nov. 19	26	20	29			
Girls	,, 19	2	2	4	1	0	
Gildersome	..	..	..	..	..	..	2,000
Boys	Mar. 13	..	..	22			
Girls	,, 13	56	30	2	1	0	
Halifax, South-East.							
Boys	,, 11	197	101	101	1	0	
Girls	,, 11	169	66	66	1	0	
Horbury	..	..	..	..	..	..	2,800
Boys	,, 3	76	66	48	1	1	
Girls	,, 3	57	45	31	1	0	
Infants	,, 3	40	30	28	1	0	
Hull, St. James	..	..	..	..	..	..	11,000
Boys	Nov. 25	214	178	187	1	1	
Girls	,, 24	120	78	91	1	0	
Infants	,, 24	140	100	92	1	0	
St. Stephen's	..	..	..	..	..	..	10,000
Boys	,, 26	177	93	81	1	0	
Girls	,, 26	157	70	81	1	0	
Kippax	,, 18						
Kirkburton	..	..	..	..	..	..	4,000
Girls	Mar. 10	141	70	77	1	0	
Boys	,, 10	120	115	113	1	0	
Kirkstall	..	..	..	..	..	..	3,500
Boys	,, 4	249	145	157	1	1	
Girls	,, 5	140	74	73	1	0	
Knottingley	..	..	..	..	..	..	4,300
Boys	Nov. 17	158	85	117	1	0	
Girls	,, 17	140	63	75	1	0	
Leeds, St. Andrew's	..	..	..	..	..	..	3,000
Boys	May 25	93	82	73	1	0	
Girls	,, 25	80	58	61	1	0	
Infants	,, 25	..	..	..	1	0	
Edgar Street	..	..	..	..	..	..	no special
Boys	Feb. 24	..	64	92			district.
Girls	Mar. 9	187	36	69	1	2	
Infant Model	,, 13	..	110	115	1	1	no special district.

APPENDIX—*continued.*

NAMES OF PLACES.	Date of Visit	Number on Books.	Average Attendance.	Present.	Number of Head Teachers.	Number of Assistants.	Population of Place or District.
YORKSHIRE—*continued.*	1846.						
Lofthouse	..	..	..	..	..	..	2,000
Boys	Feb. 25	45	..	36			
Girls	,, 25	29	58	21	1	0	
Methley							
Boys	,, 26	..	..	61			
Girls	,, 26	..	..	29	2	0	
Pudsey, Far Town	..	..	..	..	..	..	12,000
Boys	Mar. 2	112	110	98			whole
Girls	,, 2	62	60	63	1	0	district.
Sculcoates	..	..	..	..	..	..	18.000
Girls	Nov. 23	140	100	95	1	0	whole
Boys	,, 23	180	140	..	1	0	district.
Sowerby, St. George	..	..	..	..	..	..	2,000
Boys	Mar. 12	99	..	92			
Girls	,, 12	33	..	24	1	0	
Infants	,, 12	90	..	55	1	0	
Wakefield, St. Andrew	..	..	..	..	..	..	2,500
	Feb. 23	85	..	51	1	0	
Infants	,, 23	51	..	25	1	1	
Trinity							
Wath	..	..	..	..	..	..	2,800
Boys	April 3	70	52	52	1	0	
Girls	,, 3	30	30	30	1	0	
Infants	,, 3	60	50	54	1	0	
Wrenthorpe	..	..	..	..	..	..	2,000
Boys	Mar. 6	60	40	35	1	0	
Girls	,, 6	62	45	47	1	0	
CHESHIRE.							
Barnton	..	..	..	..	..	..	1,300
Boys	May 9	80	65	54	1	0	
Girls	,, 9	79	50	42	1	0	
Grappenhall	,, 7						
Parish.							
Boys	,, 7	40	30	25			
Girls	,, 7	50	25	19	2	0	
Latchford	..	..	..	..	..	..	800
Boys	,, 7	24	23	21			
Girls	,, 7	21	20	22	1	0	
St. James.							
Boys							
Girls	..	..	..	..	1	1	
WALES.							
Denbigh	June 1						
Llanrwst	,, 3						
Llanrhyllan.							
Boys	,, 4	..	..	4			
Girls	,, 4	44	35	5			

Report on 273 Schools in the Western District, by the Rev. H. W. Bellairs.

SIR,

IN presenting my Report of schools inspected during 1846, I would observe that I have visited 273 schools as follows:—

80 in Gloucestershire.	65 in Devonshire.
34 in Somersetshire.	15 in Cornwall.
29 in Oxfordshire.	5 in Dorsetshire.
10 in Herefordshire.	32 in Shropshire.
2 in Monmouthshire.	1 in Worcestershire.

Leaving 115 schools on my list unvisited.

With reference to these schools generally, I am happy to say that a slow but gradual improvement is perceptible. Many of the evils so much deplored by all intelligent well-wishers of elementary education still more or less exist, of which I would speak hereafter—but an improvement is going on, and this the more encouraging, as it appears to me that greater progress has been made during the past year than in either of the preceding years in which I have been engaged in the work of inspection.

Of those points in which this improvement is most apparent, I would mention first that which seems to me to be one of the most important means by which elementary education on the National system is to be made efficient, viz. the general superintendence of the school, and the conducting of the religious instruction, by the parochial clergy.

A conviction of the importance of that part of the pastoral office which relates to the religious nurture of the young is, I feel sure, gaining ground in the West of England; and although it must be conceded that it is not as practically carried out in all cases as one could wish, still I am happy and grateful to be able to bear my humble testimony to an increase of daily self-denying exertions on the part of the clergy in this matter.

The advantage of a daily attendance of the parochial clergyman, and the conducting by him of the religious instruction, can, I think, scarcely be overrated.

The master is encouraged and aided in his work by the presence and assistance of a superior.

The parents are pleased to see him who, in most cases in the West of England, is the principal person in the village, engaged in the work of teaching their children; and the parishioners generally acquire higher views of the office of tuition.

And, independent of direct advantages, such a tone is given to the school generally as tends to promote considerably the true ends of Christian education.

As a proof of the benefits resulting from religious instruction

by the clergyman of the parish, I would state that I know of no instance of failure in this matter when it is regularly and duly attended to.

On the contrary, where it is neglected, I generally find a want of due information and intelligence in religious subjects.

Another subject for congratulation is the growing conviction on the part of intelligent masters, that the old monitorial system, conducted as in times past, is insufficient for the purposes of education.

In consequence of this I find an increasing demand for assistant masters, or pupil teachers, or paid monitors, to assist not only in mechanical teaching, but in imparting instruction, and exercising the intelligence of the children. I also find an increasing energy to improve existing monitors, so as to render them in some degree equal to the work in which they are engaged.

Hence, in several schools circulating monitors have been discontinued, and a certain number of the most intelligent children selected for the office, who receive extra instruction, and would receive pecuniary remuneration if the funds permitted.

In many instances simultaneous instruction has been introduced, from a conviction on the master's part that he is able in this way to bring his own mind in contact with the greatest possible number of his pupils.

In many cases, for the same reason, the senior boys and girls have been classified together in the same room *during the morning,* and the junior children of both sexes placed in another room under the mistress.

The advantage of this arrangement where, as in most cases it happens, the master receives the higher salary and is the more efficient, appears to be considerable. In some cases classrooms have been added, and in very many the Holy Bible, having been discontinued as a hack reading-book, is used only for religious instruction, and secular books have been introduced.

I am also happy to bear testimony to a gradual improvement in the masters themselves.

Such, briefly, amid all the discouragements of the present defective state of education in the West, are some of the bright subjects which excite one's hope that better things are in store.

During my last year's tour I have been very careful in looking after results, as well as into the causes from which those results are supposed to flow. In doing this, I fancy that I have learned to regard our present system, imperfect as it unquestionably is, with a more complacent eye as regards the past than I have hitherto done.

Many defects of the most painful kind still exist, defects

which, looking merely at causes, would appear fatal to all sound and intelligent education; and yet, with these, I certainly find sometimes the most unexpected results.

A gradual improvement in the state of the population generally appears to be going on; and although one cannot too deeply deplore the little intelligence observable in the objects of past education, or the mere mechanical instruction in so many of our parochial schools, still there has been an amount of instruction given, and a degree of religious and moral discipline effected, for which one cannot be too thankful.

With reference to those things which are still matters of regret, I know of none than those I have mentioned in my former reports.

The same evils exist in many cases in a most lamentable degree; the instruction is in many schools still inefficient, the apparatus defective, the master incapable, and the children dull, ignorant, and undisciplined.

Of such cases, one's only subject of thankfulness is that they are becoming more rare; and one's only hope, that, cold and dull as they are, they may be effecting some good, which at present the outward eye cannot perceive—some such moral and religious results, imperfect though they be, as appear to me to have been the consequence of the inefficient schools of the past.

Of the causes of this inefficiency I have spoken in former reports. The same causes still exist.

Of these, it seems to me that one cannot too frequently insist upon the necessity of a greater expenditure in the machinery of our parochial schools.

From want of this arise inefficient masters, incapable monitors, improper books—I mean books unfit for the purposes for which they are used—absence of apparatus, with many other defects.

In reporting upon these defects, it seems proper to speak of them somewhat particularly as long as they exist; although, in doing so, it will be necessary to repeat what has frequently been said before.

1st. Of the *Masters*:—

In many cases, persons unfit for their situation remain.

Irreligious, ill-tempered, without information or intelligence, and with no desire to remedy their defects.

In such instances, of course, the only mode of improvement is dismissal.

The importance of such a step is not sufficiently acknowledged, from the defective views so frequently entertained on the office of a schoolmaster, and the immense power he wields over the young for weal or woe.

In other cases I find men who, although fairly intelligent

and desirous of improvement, are ill-informed, and without tact in the management of a school.

For the improvement of these I would suggest, that to every parochial school there should be a library for the master's use; and that, along with other books, there should be a selection of works upon school tactics.

The minutes published by their Lordships the Committee of Council on Education would form a useful part of such library.

The visits of an organizing master should be sought for.

Of the effects of these visits upon the improvement of masters I am able to speak, having witnessed them in my district during last year.

The abilities and exertions of Mr. Tearle, the gentleman appointed to this work by the National Society, in the West, appear to entitle him fully to the responsible office he holds.

Schoolmasters' unions, when properly conducted, seem to offer considerable advantages to those members who are desirous of improvement.

At the annual or quarterly meetings, when the members assemble at some school where the children are examined by a competent person, peculiar excellences and existing defects, with suggestions thereon, are brought before their notice in a practical way, which cannot but be beneficial.

The mere conference of persons engaged in the same work seems to be advantageous; as in the conversations which will naturally take place upon the common object they have in view, information will be obtained, plans of proceeding explained, and hints for improvement thrown out, together with mutual encouragement and advice.

In connexion with such unions, it seems desirable that circulating libraries, and an Educational Magazine, should be provided.

Means should be found for enabling the masters to visit periodically the best-conducted schools in their district.

If a man's eye be confined exclusively to the object close before him, it will grow contracted and his vision limited. This is practically the case in many of our parochial schools. An extended acquaintance with other schools, and those of a superior order, would enable many a man to see defects in his own school which now he does not suspect, and which, from the experience and encouragement of others, he would be induced and enabled to rectify.

Monitors:—

After all that has been said, there can be little doubt, I suppose, of the general inefficiency of existing monitors—or that this is one great cause of our present deficiencies. To

remedy this, apprenticed pupil teachers should be introduced into our schools. Where these cannot be had, a certain number of the most intelligent children should be selected from the senior classes, who should be regularly paid for their work and properly instructed for it by the master. And here I would observe that it is not enough for a master to impart to his monitors the same information he does to the other children.

We must recollect that these are his chosen agents for a certain work, the officers of his school, and must therefore be properly instructed and duly exercised in that particular business in which they are to be engaged.

To accomplish this it will not only be necessary for the master to instruct them in extra hours when the other children are dismissed, but he must also stand over them, as occasions offer, when they are examining their respective classes, must watch their mode of interrogation, listen to their remarks, &c.; and then, at a convenient time, must convey to them his impressions upon what he observed.

If our monitors were properly rewarded for their labour in the school, and instructed at extra hours, not simply in matters of general import, but in those especially bearing upon their vocation, my impression is, that such privileges, together with some little personal distinction which might easily be fixed upon by the managers, would be the means of retaining our most promising children to a later period than is now generally the case.

One consequence of older monitors will be, that of retaining the junior children; for, as the unfitness of monitors is one great cause of the inefficiency of schools, which again causes the withdrawal of children—(the poor are acute discerners in this point, and see little advantage in keeping their children at schools where, as they term it, they "get nothing")—so with the removal of these defects will depart that apathy of parents to the education of their children which induces them to sacrifice what they deem a doubtful good for some trivial pecuniary gain.

In many instances I find the parochial clergy undertaking to some extent the superintendence of the instruction of the monitors, not only on general subjects, but also especially in the art of teaching.

This has been attended with considerable benefit.

In several cases where the master has stated to me that his limited time would not allow of carrying out any plan for the instruction of his monitors at extra hours, I have discovered that an hour, or an hour and a half, sometimes more, is spent every night in "setting copies." How very desirable it is that such time should be devoted to something more than mere mechanical work, which can be performed far better by printed copies—such, *e.g.*, as those of Mulhauser, published by Parker;

and in what better way could it be devoted than in improving the minds and exercising the intelligence of those who are to carry out a great part of the school system ?

Instruction:—

Of the defects in instruction, I would speak, first, of the want of correct classification, and of a change of classification for different branches of instruction.

It frequently happens now that children are classified from their age, or their height, in some cases from their payments.

All also are classified, for all purposes, according to their proficiency in *reading*.

It seems desirable that, under ordinary circumstances, there should be at all events a separate classification for arithmetic.

In the small parochial schools of the West I frequently find the boys and girls in separate rooms; the former under an efficient master, receiving a fair salary; the latter under an inefficient mistress, generally the master's wife, receiving an almost nominal sum for her services.

In such cases, it seems well that the senior children of both sexes should be placed under the master in one room; the juniors under the mistress in the other.

This arrangement to last during the forenoons. In the afternoon the girls may receive an hour's instruction from the master, and then be removed to the junior room to be instructed by the mistress in sewing, knitting, &c.; some of the most intelligent assisting the mistress in the management and tuition of the infants.

An untrained mistress is frequently possessed of that tact in teaching infants which renders her, comparatively speaking, a valuable instructress to them; whereas her want of training incapacitates her from teaching those of older growth.

By this arrangement infants of four and five years of age may be taken into the school, who on the other plan would be excluded, from the hindrance afforded by them to the instruction of the senior classes.

Simultaneous instruction is not duly appreciated. Masters who complain of inefficient monitors, and the impossibility of instructing their children unassisted, are frequently unaware that, by the simple process of uniting four or five classes for simultaneous instruction, they may multiply themselves four or five fold.

In many cases I find the clergy adopting this plan for religious instruction.

Grammar and etymology are still frequently altogether neglected.

The great object of instruction in these branches, as means to an end, does not appear to be generally understood.

In many schools I have still to regret the entire absence of geography and history, as subjects of instruction.

Books and Apparatus :—

Great defects still exist in many instances in books and apparatus. In many schools the Holy Bible is still retained as the general *reading*-book for the senior classes.

This is and must be a matter of great regret to all persons who have carefully considered the subject, and ascertained the effects of such a practice upon the progress, information, general intelligence, but, above all, upon the religious habits of the children.

Two of the chief causes of this custom of using the Bible as a class-book appear to be,—

1. A popular impression that a *reading* lesson from the Holy Scriptures is in itself religious instruction.

One consequence of this impression is, that the *reading* lesson from the Holy Scriptures is substituted for religious instruction.

This is fully borne out by evidence; for, as a general rule, I find those children less intelligent in religious matters where the Bible is the class *reading*-book.

The same may be said of those cases were selections from the Bible are in general use, such, *e. g.*, as the "Miracles of our Blessed Lord," "The Discourses," "Ostervald's Abridgment," "Mrs. Trimmer's Selections from Old and New Testament," &c.

2. The other cause is the low price at which the Holy Scriptures are sold, much lower in proportion than other school reading-books.

It seems fit that a good selection of class reading-books should form a part of the machinery of every school, that the managers should consider the purchase of proper books an essential part of their outlay, and that periodical returns of the state of the school library should be made to them, in order that the stock may be kept up.

Maps in many instances still form no part of the school apparatus, and in many cases, when provided, are unused.

The study of geography, and the best mode of imparting instruction thereon, would seem to be a matter especially deserving the notice of masters.

The same remarks may be applied to black boards.

This instrument of instruction, so very valuable in the hands of a skilful master, is useless in those of a person untrained in the use of it.

Writing-desks are still in many instances placed along the wall. The great disadvantages of this plan, in connexion with the benefits resulting from a different arrangement, do not

appear to have forced themselves upon the notice of schoolmasters as generally as might have been expected.

Some intelligent masters have sought for and effected an alteration. In all cases where the desks have been placed in a gallery, or on the floor in parallel rows, their testimony to the success of the change is satisfactory.

An increased space in the area of the room has been gained.

The children write in copy-books, with their faces towards the master.

The slate is brought into use as an instrument in teaching writing correctly, which it can scarcely with fairness be said to do when the children have no rest for it except their hands, which gradually fall upon their *left* breasts for support.

Lessons in writing from dictation, and in writing abstracts of lessons from memory, are introduced at an earlier period as a part of class instruction.

The black board is brought forward as an intelligent part of apparatus in connexion with the slate, the children answering on the latter any questions which may be written on the former.

Class-rooms in many cases still form no portion of a school building.

In several instances brought before my notice, this want is severely felt by the clergy, who require a separate room for the purpose of religious instruction.

In all cases it seems desirable that this deficiency should be supplied.

Of those schools which appear to demand especial notice, I would mention—

Skenfrith, a small village school with a scattered agricultural population, under a mistress. The different branches of elementary education are satisfactorily carried out; the writing from dictation and geography very good; the religious instruction admirable. The great cause of the above satisfactory results is the laborious and painstaking exertions of the Vicar, assisted by the almost daily attendance of the daughters of the Squire, the Misses Crawfurd, who take a great part in the education of the children.

In all cases where such aid as this is given, under any conceivable disadvantages, I find, comparatively speaking, an efficient school.

Berrington is another small village school, where with defective machinery satisfactory results have been effected.

The population is small, and engaged in agriculture.

The children are instructed by a mistress.

The instruction is confined to very elementary subjects, but in these the children are well taught.

The discipline and general tone of the school are admirable.

Much of this is effected by the frequent attendance of the lady of the village, Mrs. Hosier Williams.

Hinstock, where the exertions of a zealous master are seconded by the daily attendance and assistance of the parochial clergyman.

Little Rissington, which still preserves its character as one of the most efficient of the small agricultural schools in my district.

The children are under a mistress, seconded by the constant attendance and assistance of the Rector and his family. The religious tone of this school is admirable.

At *Oddington* the children are under master and mistress, who conduct the school in a very satisfactory manner.

St. John's, Cheltenham, which is one of the best schools I visit. The boys and girls are in separate rooms under master and mistress. Some higher branches under the present efficient master might be introduced with advantage.

The discipline is good, and the religious instruction, which is given principally by the incumbent, admirable.

Stoke Orchard.—A small agricultural parish, where the boys and girls are classified together under an efficient master. In this school there are several children of farmers.

At *St. James's, Gloucester,* with some defects there are many points worthy of commendation. The information and general intelligence of the boys much improved since last visit.

Tewkesbury Trinity—Infants.—This is a very excellent infant-school. The master efficient, skilful, and gentle; the children intelligent, well informed, and cheerful; the discipline good; the religious tone very satisfactory.

At the National schools here there is much to be pleased with in the *senior* classes.

At *Prestbury* the children are in separate rooms under master and mistress. Both schools are much improved during the past year.

Frampton-on-Severn.—This school is in a satisfactory state. The religious instruction very good.

Cainscross.—Much improved during the past year. The senior children better instructed and more intelligent than juniors.

Avening.—Comparatively speaking, efficient—far above the usual run of parochial schools; but it does not make that progress which I had expected. The instruction and intelligence of the junior children is not as satisfactory as of the seniors.

The instruction of the first class is very good.

Geography, Grammar, History of England, Etymology, and Vocal Music are among the branches of instruction in which the children are exercised.

Clevedon.—The boys' school in a more satisfactory state than that of the girls. The boys receive instruction in geography, etymology, and mental arithmetic.

South Cerney.—Of the particular attainments of the children in this school I am unable to speak, as I was present merely at the annual examination, and assisted the Rector therein; but of the general results I am able to speak with much satisfaction.

The religious instruction is admirable. The cheerful appearance of the children, their quiet and gentle deportment, reflect great credit upon the managers of this school. The tone altogether is very good.

To the curate of the parish, Mr. Mangin, is to be attributed much of the above satisfactory results.

It appeared to me that some more secular instruction might be introduced with advantage.

Miserden—a very small agricultural school—is much improved during the past year.

Bicester.—Girls' school much improved.

Walcot.—The senior boys are, comparatively speaking, well instructed; but the juniors are mainly consigned to the care of inefficient monitors.

The master is very laborious and painstaking; but requires further aid to carry out his plans.

In the girls' school the religious instruction is good.

Cam.—The same remarks may be applied to this school as to that at Walcot.

The senior classes are well instructed.

The master anxious to effect improvements, but unable to carry them out.

Hanham.—The school here cannot properly be called effective; but considerably improved during past year.

The same may be said of *Alveston.* Also of *Oldlands,* in the parish of Bitton. At this last place the master appears to be efficient, and, if properly assisted, would, I believe, effect considerable improvements.

At *North Petherton* the school is progressing favourably. The senior classes better instructed than the juniors Here, as in many other instances, children are admitted who should be in an infant-school. They greatly impede the machinery of a National school, and retard the progress of the older ones.

The religious instruction is very good.

The entrance to this school is through the churchyard, by an unenclosed path In consequence of this the children play on the graves, and in some cases have broken the grave-stones.

A new entrance might be effected at a small expense, or the present pathway might be railed in.

The offices are contiguous to the school, and very offensive: they should be removed to a greater distance; and a playground should be added.

At *Withecomb Rawleigh* the school is progressing favourably. The junior department is not well instructed. The introduction of secular books would be a great improvement. The religious instruction in both rooms, especially in that of the girls, is extremely good.

Upottery.—Here a very great improvement has taken place during the past year. A new mistress has been appointed, who appears to be zealous in her work; and a select list of secular books have been introduced.

The Vicar gives the religious instruction, and is in constant daily attendance at the school.

Bovey Tracey.—This school is improved during past year. The general tone highly satisfactory.

Modbury.—The religious instruction here is very good. The general intelligence satisfactory. The introduction of secular books is wanted.

At *Launceston* the boys' school is much improved since my last visit.

St. Ive.—Under a new master, considerable improvement has been effected here. The Rector and Curate attend daily for the purpose of affording religious instruction. Secular books have been introduced.

St. Budeaux.—There is much to be pleased with in the state of this school, along with sundry defects.

The introduction of secular books and maps would be an improvement.

Dittisham.—This is an excellent parochial school. The religious instruction given by the Curate daily very good.

Lerryn, in St. Veep.—Lately established, promises to be a very efficient village school. The satisfactory state here is to be attributed in a great measure to the constant attendance of the Curate.

Northam.—In a satisfactory state. The master and mistress efficient and zealous in their work. The general tone of this school very good.

Bishop's Tawton is in a satisfactory state. The introduction of secular books would be an improvement.

Lynton.—This school maintains its character. Children of both sexes under mistress. The infants instructed apart under a second mistress. The whole tone is admirable, the instruction good, the general intelligence of the children satisfactory, the mistress efficient and zealous. The clergyman takes great interest in the school, and attends regularly.

At *Evercreech*, with some imperfections, the general tone and

religious instruction are very good, in a great measure produced by the daily attendance of the Vicar.

The girls' school is in a more satisfactory state than that of the boys.

Portishead.—Where the children receive superior instruction to that given generally in parochial schools. The information and general intelligence of the children are highly satisfactory. These results are mainly to be attributed to the constant attendance and exertions of the Rector.

Bedminster.—Where as much is done as can well be effected on the old monitorial system. The discipline is very good. The religious instruction is given by the clergy. The knowledge of the children in this, and their general deportment, admirable.

Halstock.—There has been considerable improvement in this school during the past year. Geography, grammar, and History of England have been introduced.

Whitchurch Canonicorum.—Much improved, especially in the senior classes.

Marshwood is as effective as it was. The introduction of secular books would be an improvement.

Failand.—The religious instruction good, and the general tone of the school satisfactory.

At *Almondsbury* considerable improvements have been effected during the past year. Secular reading-books have been introduced. The religious information of the children is extremely good; the discipline and general tone of the school highly satisfactory. The religious instruction is given principally by the clergyman.

I have, &c.

H. W. BELLAIRS.

To J. P. Kay Shuttleworth, Esq.

NAME OF SCHOOL.	On the Books.		Average Attendance.		Present.		Read Holy Scriptures.		Dis-syllables.	
GLOUCESTERSHIRE.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls
Caincross	43	33	24	16	18	19	13	4	1	12
,, (Infants)	96		54		76					
Stroud	164	92	65	56	62	54	25	29	13	16
,, (Infants)	100		80		74					
Pucklechurch	62		..		48		23		8	
Olveston	49	42	24	24	28	24	9	15	14	6
Westerleigh	49	61	30	37	35	39	8	19	6	1
Frampton Cotterell	59	50	..		41	34	13	17	11	4
Kingsholme	65		..		65		11		8	
Cam	88	73	60	44	68	53	29	16	O	18
Hanham	164	158	76	80	88	78	25	20	5	11
Alveston	21	27	17	23	11	16	2	10	4	6
Oldlands	85		52		56		17		18	
Brimpsfield	8	20	15	10	8	17	4	12	O	O
Brimscombe	101	54	50	30	59	44	31	20	15	9
South Cerney	..		..		140		48		20	
Miserden	31		25		22		8		O	
North Cerney	38	46	30	36	29	37	10	9	10	14
Frethern	16	25	12	18	16	25	10	13	O	O
Nailsworth	..		..		57		10		O	
Chalford	76	120	53	70	56	76	40	31	O	O
Avening	38	36	35	25	31	25	21	17	O	O
,, (Infants)	..		..		74					
The Slad	49		45		38		13		14	
Whiteshill	50	66	40	45	41	66	24	13	11	13
Frampton on Severn	53	35	..		43	32	12	15	10	O
Tewkesbury (Infants)	200		130		146		25		..	
,,	170	112	120	70	125	72	40	18	16	15
Twining	50	44	40	36	46	43	26	20	O	O
Prestbury	49	36	33	28	35	31	20	16	9	7
Ashelworth	..		..		37	27	7	6	3	4
Tirley	..		7	16	7	16	1	10	2	2
Stoke Orchard	..		23	26	23	26	7	17	8	5
Brockworth	15	18	13	9	15	14	8	7	O	3
Charlton Kings	50		29		39		20		O	
Gloucester, St. James	..		..		93	46	81	24	O	O
,, ,, (Infants)	..		..		104					
Bristol, St. Simon	130		83		77		26		21	
Cheltenham, St. John's	..		..		60	54	28	21	11	10
Leckhampton	36	27	31	20	32	26	12	10	8	7
Badgworth	33		24		21		12		O	
Evenlode	50		40		39		30		O	
Abbotts Moreton	38		32		32		10		4	
Little Rissington	70		57		56		22		15	
Oddington	64		46		51		13		10	
Great Rissington	..		..		31	54	4	19	8	9
Stow-on-the-Wold	36	40	30	32	32	36	11	2	18	23
Olveston	74	49	30	35	40	45	12	21	12	15
DEVONSHIRE.										
Stoke Gabriel	16	24	15	22	15	22	10	17	O	O
Butterleigh	24	16	23	12	16	11	9	3	9	3
Bickleigh	30	29	..		22	26	10	12	2	5
Cadeleigh	..		..		5	19	4	5	1	2

Mono-syllables.		Write on Paper.		Rule of Three.		Compound Rules.		Simple Rules.		Subscriptions, Donations, and other Sources.			Payments of Children.			Salaries.			Miscellaneous Expenses.		
Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	£.	s.	d.	£.	s.	d.	£.	s.	d.	£.	s.	d.
4	3	12	4	5	0	0	2	0	0	118	19	10½	13	3	4½	60	11	0	61	12	3
37	19	25	14	0	0	6	0	2	14	163	0	11	68	16	6	87	10	0	No return.		
19		23		0		0		11		41	15	0	7	12	11	40	0	0	6	17	8
5	3	6	7	0	0	3	0	2	5	50	8	6	17	7	6	65	0	0	5	16	0
21	17	7	15	0	0	0	0	5	12	42	0	0	..			38	0	0			
17	13	9	10	0	0	8	0	5	10	48	0	0	17	10	0	50	0	0	10	11	8
46		11																			
39	19	18	18	0	0	0	0	10	15	82	18	3	23	0	0	82	0	0	23	7	5
58	47	13	10	2	0	0	0	11	0	10	0	0	30	0	0	50	0	0	2	0	0
5	0	4	6	0	0	0	0	2	10	22	2	8½	7	0	0	27	0	0	16	7	7
21		30		3		7		20		45	0	0	..			31	4	0			
5	15	2	2	0	0	0	0	0	0	13	18	6	6	0	0	16	0	0	2	7	4
13	15	16	12	4	0	16	0	15	20	51	9	3	..			60	0	0	8	16	2½
72		40		4		21		..		50	0	0	..			40	0	0	6	8	0
14		6		0		0		4		..			..			13	10	0	2	0	0
7	9	20	19	0	0	3	7	10	9	5	5	0	21	3	8	25	0	0	21	9	9
6	12	4	6	0	0	0	0	0	0	..			5	0	0	10	0	0			
47		8		0		0		0													
16	28	13	16	2	0	22	0	0	16	44	8	0	29	3	11½	50	0	0	7	8	11
10	8	21	17	3	2	5	7	5	4	..			22	3	10	76	0	0			
11		9		0		0		9		12	0	0	15	0	0	17	12	0	4	9	0½
6	40	11	13	6	0	11	0	0	13	18	0	0	14	0	0	54	0	0	3	3	0
21	16	12	14	2	0	7	0	12	7	7	0	0	16	0	0	60	0	0			
..		..		..		..		40		60	19	6	38	17	5	84	16	0	21	0	0
40	39	56	33	18	0	0	0	22	18	142	17	1	25	3	7	117	0	0	30	1	10
20	23	17	16	0	0	2	0	15	16	44	9	8	20	14	2	55	0	0	12	5	8½
6	8	11	7	3	0	8	0	0	7	56	14	0		..		40	0	0	20	12	8½
24	17	10	7	0	0	0	0	7	6	16	0	0		..		25	0	0	8	0	0
5	3	0	0	0	0	0	0	0	0	15	5	3½	1	1	0	20	0	0			
8	4	5	6	2	0	3	2	2	2	16	0	0	13	0	0	31	0	0	3	0	0
7	4	7	7	0	0	0	0	8	7	20	3	5	4	0	0	24	0	0			
19		4		0		0		0		26	14	0	11	6	8	38	0	0	12	3	0
11	22	72	16	2	0	34	15	58	9	..			61	9	5	150	0	0	77	0	0
22		23		0		14		0		12	15	3	35	11	5	51	0	0	11	11	0
21	21	28	21	14	0	14	12	11	9	133	13	6	39	2	6	123	18	0	36	5	0
12	9	14	6	0	0	3	0	0	0	33	19	0	13	15	0	45	0	0	3	11	9
9		7		0		0		7		20	0	0	10	0	0	23	0	0	4	15	11
																with board.					
9		12		0		0		0		..			5	1	0	13	0	0	10	15	0
5		8		0		0		1		6	0	0	15	0	0	..			2	2	10
19		24		0		0		24		16	0	0	..			32	0	0	2	0	0
28		11		0		7		23		36	0	0	7	0	0	37	0	0	11	0	0
21	45	5	0	0	0	0	0	0	0	No return.			No return.			25	0	0	8	13	8
12	0	20	14	1	0	0	2	5	0	35	7	0	23	0	0	22	12	0	9	11	7
16	11	6	15	0	0	5	0	3	10												
5	5	..		2	0	0	0	3	0	13	0	0		..		29	0	0	3	5	0
0	5	4	1	0	0	1	0	1	0	2	12	0		..		Master takes the fees.					
10	9	4	0	0	0	0	0	4	2	..				..		14	2	0			
0	12	0	0	0	0	0	0	0	0	2	0	0		..		12	0	0	2	0	0

NAME OF SCHOOL.	On the Books.		Average Attendance.		Present.		Read Holy Scriptures.		Dis-syllables.	
DEVONSHIRE—*continued.*	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Halberton	64	46	50	38	55	38	16	8	22	12
Willand	22	27	12	15	6	10	0	2	2	2
Colaton Rawleigh	46		37		17		9		1	
Upottery	27	16	..		27	16	3	9	4	4
Tipton	19	17	17	17	14	14	10	5	0	0
Culmstock	63	58	38	50	28	44	16	28	7	8
,, (Infants)	31		19		19					
Withecombe Rawleigh	45	36	34	28	40	29	15	19	0	8
Exeter, St. James	126	103	85	80	92	92	45	36	11	17
Westdown	27	16	26	16	23	4	18	2	3	0
Loxhore	30	36	..		27	25	18	16	0	0
Bratton Fleming	27	40	12	17	17	21	12	9	0	0
Lynton	63	97	..		54	80	26	52	7	6
Bishop's Nympton	..		..		35	13	33	13	0	0
Appledore	108	104	80	70	85	77	51	50	17	16
Bishop's Tawton	38	44	25	25	30	37	23	26	0	0
Pilton	66	67	..		57	53	29	30	11	15
Shebbear	13	17	8	12	10	17	4	7	0	0
Lew Trenchard	30	28	..		24	21	13	18	11	3
Dittisham	35	56	..		27	46	13	24	0	11
Woolborough	106	90	..	54	77	47	41	29	4	10
Hatherleigh	73	74	30	30	23	29	10	12	0	6
Winkleigh	26	35	..		23	31	0	11	5	8
Modbury	52	46	42	38	25	37	13	17	8	7
Ermington	..		..		28	23	8	2	1	6
Nos Mayo	..		..		29	18	7	0	11	5
Ashburton (Girls)	..	63	..	60	..	40	..	24	..	0
Buckfastleigh	57	54	47	30	47	30	23	15	6	3
HEREFORDSHIRE.										
Eaton Bishop	22	23	18	19	22	22	12	12	7	7
Hereford (Infants)	90		55		47		8		..	
Frome Bishop	..	76	..	45	47		14		14	
DORSETSHIRE.										
Halstock	98		64		70		35		10	
Broadwinsor	41	16	30	12	28	15	12	10	10	5
,, (Infants)	..		..		35		No registration.			
Whitchurch Canonicorum	63	46	40	30	51	33	23	14	10	5
Marshwood	47	40	..		26	28	16	18	5	6
Membury	34	30	16	16	15	14	4	10	0	0
CORNWALL.										
Saltash	66	30	55	24	54	30	18	10	0	12
Tywardreath	84	106	..		58	65	32	26	16	0
Lerryn	43	38	..		28	18	5	2	6	6
Pelynt	26	15	..		15	10	15	10	0	0
,, (Infants)	66		..		36					
Deviock	40	20	38	15	33	17	6	7	14	6
Polruan	37	34	..		33	21	19	10	0	0
Callington	78	..	..		60	51	33	24	0	0

Mono-syllables.		Write on Paper.		Rule of Three.		Compound Rules.		Simple Rules.		Subscriptions, Donations, and other Sources.			Payments of Children.			Salaries.			Miscellaneous Expenses.		
Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	£.	s.	d.	£.	s.	d.	£.	s.	d.	£.	s.	d.
17	18	9	8	0	0	0	0	8	4	22	18	0		..		35	0	0			
4	6	0	0	0	0	0	0	0	0	15	0	0		..		10	0	0	1	8	0
6		5		1		0		8		..			7	10	0	27	10	0			
9	16	3	10	0	2	3	7	4	4	34	0	0		..		30	0	0	35	10	0
4	9	4	0	0	0	0	0	3	0	16	10	0	4	10	0	13	0	0	1	14	4½
0	8	16	16	1	0	4	0	5	16	35	3	1½	17	8	7	54	6	0	5	1	3½
25	12	15	9	0	0	7	3	8	4	57	0	0		..		56	0	0	3	9	10
36	39	20	7	3	0	3	0	19	9	38	0	0	42	0	0	55	0	0	4	6	6
2	2	13	2	0	0	0	0	5	2	No return.			10	0	0	14	0	0	1	9	0
9	9	10	11	0	0	0	0	4	7	..			8	0	0	21	0	0	24	18	0
5	12	4	5	0	0	4	5	8	4	1	10	0	7	10	0	41	10	0	7	9	8
21	23	13	40	4	4	6	17	2	29	80	2	9	No returns.			..			38	11	7
2	0	23	13	0	0	10	4	6	3	..			No return.			He takes the payments of Children.			1	5	0
17	11	31	30	17	1	8	6	22	43	27	13	6	28	0	0	40	0	0	13	7	9
7	11	23	12	5	0	6	2	12	10	52	9	4	20	5	9½	62	16	0	9	13	1
17	8	29	..	1	..	6	..	1	..	50	0	0	20	0	0	60	0	0	5	0	0
6	10	2	0	0	0	0	0	0	0	10	0	0	2	18	6	8	0	0	1	0	0
6	7	6	9	0	0	0	1	3	11	17	10	0	14	16	0	27	0	0	4	18	10
14	11	8	19	2	9	11	0	21	0	9	0	0	17	4	10	50	0	0	3	10	0
32	8	31	13	2	0	7	13	10	0	90	0	0	30	0	0	101	0	0	15	0	0
13	11	6	10	1	0	2	0	0	0	23	0	0	13	10	0	50	0	0	3	0	0
																and fees.					
18	12	1	11	0	0	0	0	0	0	3	0	0		..		5	0	0			
4	3	15	5	16	0	3	0	1	0	41	16	6	26	16	0	66	8	6	5	1	6
11	10	12	4	0	0	0	0	5	0	19	0	0		..		25	0	0	3	12	0
11	7	17	8	4	2	2	0	0	3	19	16	8	10	0	0	26	0	0	5	0	0
..	16	..	6	..	0	..	0	..	6	Inspected on invitation of Managers. No return of Income and Expenditure.											
18	12	17	6	3	0	3	0	2	0	16	15	0	14	11	3	31	6	3			
3	3	5	5	..		4	4	7	6	45	1	6	9	10	0	40	0	0	14	11	6
39		3																			
19		14		0		0		14		..			15	0	0	30	0	0	8	0	0
25		35		4		6		25		15	2	0	2	16	0	23	8	0	6	11	0
6	0	12	10	0	0	12	10	0	0	60	0	0	15	12	0	56	12	0	9	9	6
18	14	27	18	4	0	17	8	10	10	..			..			45	0	0			
5	4	16	18	1	3	5	4	12	14												
11	4	2	5	0	0	2	3	0	0	No return.			12	0	0	No return.			No return.		
36	8	18	10	0	0	11	0	7	0	22	0	0	6	3	6	41	0	0			
10	39	30	19	6	0	3	0	21	8												
17	13	11	6	0	0	0	0	5	2	15	0	0	15	0	0	50	0	0	7	12	0
0	0	12	2	0	0	3	0	12	10	9	0	0	13	19	5½	38	19	5½	9	5	0
13	4	6	7	2	0	0	0	4	6	34	0	0	No return.			33	0	0	No return.		
14	11	9	0	2	0	3	0	4	0	26	0	0	20	16	0	46	16	0	1	0	0
27	27	19	11	9	0	10	0	0	0	36	15	0	25	0	0	55	0	0	8	18	9½

NAME OF SCHOOL.	On the Books.		Average Attendance.		Present.		Read Holy Scriptures.		Dissyllables.	
SHROPSHIRE—*continued.*	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Hordley	49		34		55		22		8	
Hope in Worthen	56		45		52		25		13	
Sheloe	45		30		60		23		O	
Wem	164		120		124		32		23	
Aston in Woore	No registration.				30		O		7	
Woore	44	38	35	32	33	33	24	16	9	12
,, (Infants)	48		44		42		4		..	
Hales Owen Quinton	91		50		45		27		16	
Jackfield	76	40	54	30	53	39	30	25	10	6
Berrington	53		40		43		27		O	
Bishop's Castle	76	80	65	68	66	70	39	39	15	17
Kinlet	26	34	23	28	20	37	4	10	9	7
Great Dawley	76	40	54	30	..		..		..	

TREASURY

GLOUCESTERSHIRE.										
Tetbury	108	95	102	81	103	80	60	12	31	46
Downend	144	50	110	40	114	40	80	25	..	..
Almondsbury	43	40	..		37	31	17	14	10	10
Clifton	246	169	200	105	215	105	111	43	52	15
Thornbury	72	52	49	46	49	46	21	26	5	11
Dursley	82	50	62	40	61	45	36	30	14	O
,, (Infants)	85		70		69					
Shipton Moyne	17	25	14	21	14	25	2	10	3	7
Horfield	30		20		20		15		O	
Wotton-under-Edge (Girls)	..	49	..	45	..	38	..	13	..	
Rodborough	61	57	50	48	49	45	14	6	11	8
DEVONSHIRE.										
Bovey Tracey (Girls)	..	76	..	58	..	43	..	29	..	O
Colebroke	18	20	10	15						
Bradninch	53	66	38	50	35	57	11	15	9	11
Barnstable (Infants)	177		120		22					
Northam	51	57	25	32	37	45	10	11	7	15
Black Torrington	33	7	28	8	29	6	29	6	O	O
Bratton Clovelly	25	30	..		17	20	15	18	O	O
Beaworthy	35		21		21		10		O	
Cheriton Bishop	34	38	25	25	22	22	22	22	O	O
St. Budeaux	32	26	..		28	24	25	15	O	O
Highampton	22	22	14	14	16	15	6	6	7	2
Blackhauton (Boys)	37	..	..		32	..	13	..	11	..
,, (Boys and Girls)	90		..		84		33		26	
Okehampton	65	67	40	44	33	44	20	29	O	O
,, (Infants)	35		25		18					
Ashton	10	14	8	14	8	14	O	7	5	5
Ashburton (Infants)	70		60		40		18			
HEREFORDSHIRE.										
Kington	76	64	54	45	48	47	34	30	9	18
Clifford	56		48		53		42		11	
Hereford	130	81	75	60	84	43	43	27	15	8
Dyrudor (Sunday-school)	30		20							
Altarnum	53	67	..		37	53	21	27	7	13

Mono-syllables.		Write on Paper.		Rule of Three.		Compound Rules.		Simple Rules.		Subscriptions, Donations, and other Sources.			Payments of Children.			Salaries.			Miscellaneous Expenses.		
Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls	Boys.	Girls	£.	s.	d.	£.	s.	d.	£.	s.	d.	£.	s.	d.
25		10		0		0		20		23	0	0	10	0	0	29	0	0	3	14	7
14		38		0		0		25		..			10	0	0	25	0	0	17	10	6
37		10		0		0		4		15	0	0	0	15	0	15	0	0	..		
69		16		2		3		10		67	10	0	..			55	0	0	12	9	8
23		0		0		0		0		4	0	0	..			4	0	0			
0	5	24	25	3	2	5	14	5	12	24	2	0	..			36	0	0			
38		2																			
0		20		0		0		27		22	13	0	19	0	0	39	0	0			
12	8	25	7	0	0	8	0	7	9												
16		6		0		0		4		18	0	0	6	0	0	11	16	10			
12	14	39	28	10	0	12	0	17	0	78	0	0	2	0	0	66	0	0			
7	20	0	0	0	0	0	0	0	0	40	0	0	18	10	0	35	0	0	12	15	10
..		..		..		..		..		20	0	0	26	0	0	50	0	0	16	10	0

SCHOOLS.

16	37	50	18	12	0	13	0	40	40												
34	15	40	14	20	0	20	8	14	14												
10	7	16	9	0	0	0	0	16	6												
52	47	81	28	11	0	22	20	117	20												
23	9	26	15	1	0	4	0	16	15												
12	15	35	20	14	0	18	16	29	29												
9	8	2	10	0	0	0	0	2	10	34	14	2	4	12	5	25	10	0	8	17	3
5		4		0		0		4													
..	25	..	9	..	0	..	0	..	9												
14	18	14	6	0	0	14	0	0	6	No return.			No return.			No return.			No return.		
..	14	..	11	..	0	..	0	..	16												
15	31	12	9	0	0	7	0	12	0												
20	19	15	21	1	0	8	11	8	10												
0	0	29	6	1	0	9	4	3	2												
2	2	4	8	0	0	1	0	3	0												
11																					
0	0	22	22	0	0	3	3	19	19												
3	9	14	9	3	0	3	3	9	3												
3	7	4	3	0	0	0	0	6	6												
8	..	26	..	4	..	5	..	4	..												
25		8		0		0		0													
13	19	21	20	2	0	6	0	20	20												
3	2	2	7	0	0	0	0	0	0												
5	0	27	14	0	0	2	0	30	0	11	9	6	8	10	0	40	0	0	10	4	6
0		37		..		20		28													
26	8	50	20	3	0	12	12	35	14												
8	13	19	20	2	0	4	0	5	14												

NAME OF SCHOOL.	On the Books.		Average Attendance.		Present.		Read Holy Scriptures.		Dissyllables.	
HEREFORDSHIRE—*continued.*	Boys.	Girls.	Boys.	Girls.	Boys.	Girls	Boys.	Girls.	Boys.	Girls
Launceston	83	88	65	65	58	52	41	20	0	7
Warbstow	50		36		12		12		0	
SOMERSETSHIRE.										
Failand	29	25	26	20	25	18	7	5	14	18
Ilchester	70		65		68					
Bedminster	195	148	168	100	147	95	23	22	33	0
Taunton	185	129	..		120	69	21	33	63	13
Wrington	26	47	..		38	50	12	15	11	11
North Petherton	100	122	65	80	80	96	22	62	7	0
Aller	2	25	..		2	17	0	12	0	0
Caumington	75	84	..		51	84	21	14	0	0
OXFORDSHIRE.										
Little Tew	9	14	6	12	6	12	1	2	5	6
Oxford, St. Aldate's	61	59	56	54	50	42	25	25	12	11
Woodcote	..		..		26	12	6	4	6	0
Enstone	27	53	25	44	15	49	15	20	0	9
Northleigh	..		..		38	34	14	11	0	0
Oxford, St. Giles's	73	78	60	66	50	63	20	40	11	17
SHROPSHIRE.										
Shrewsbury, St. Chad	125	120	105	97	108	96	60	52	25	32
Porthywaen	63		55		58		25		16	
Aston in Edgemond	..		..		46	35	11	9	11	9
Hinstock	52	56	40	40	40	45	26	25	2	9
Market Drayton	119	119	100	100	95	100	29	33	38	16
Tilstock	42	34	20	20	30	29	16	12	0	0
Hales Owen	153	116	75	40	80	38	39	15	13	9
Oldbury	104	86	90	50	90	44	34	21	36	7
Ombury	40	34	20	20	20	21	15	14	0	0
Stoddesdon	25	9	18	9	18	9	11	8	0	0
Cainham	No day-school.									

Mono-syllables.		Write on Paper.		Rule of Three.		Compound Rules.		Simple Rules.		Subscriptions, Donations, and other Sources.			Payments of Children.			Salaries.			Miscellaneous Expenses.		
Boys.	Girls	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	£.	s.	d.	£.	s.	d.	£.	s.	d.	£.	s.	d.
17	25	24	12	2	0	12	0	10	12												
0		6		0		0		0													
4	2	10	10	0	0	8	4	4	6												
91	73	69	22	14	0	9	0	46	14												
36	23	48	14	1	0	12	0	18	11												
15	24	12	3	0	0	0	0	4	0												
50	35	19	14	1	0	5	0	16	27												
2	5	0	10																		
30	34	18	10	3	0	8	4	10	6												
0	4	1	2	0	0	0	0	0	0												
13	6	25	13	6	0	12	6	7	6												
9	8	6	4	0	0	0	0	6	4												
0	20	5	8	0	0	2	0	5	8												
18	0	11	11	1	0	8	0	2	11												
19	6	26	24	2	0	12	12	39	20												
20	12	35	22	16	0	14	22	40	15												
17		20		0		0		20													
24	17	12	5	0	0	4	2	7	2												
12	11	8	11	3	0	3	10	14	9	51	5	6	..			42	0	0	11	17	1
28	51	29	33	0	0	2	0	27	16												
14	17	4	6	0	0	0	0	13	9												
28	14	32	16	0	0	18	0	21	14												
20	16	27	15	0	0	0	0	6	6												
5	7	12	8	0	0	0	0	8	6												
7	1	12	7	1	0	3	0	4	0												

Report on the Battersea Training Institution for Masters, by the Rev. Henry Moseley, M.A., F.R.S.

My Lords,

The number of students resident in the Battersea Training Institution was at my last inspection 83, whose ages varied from 17 to 31 years, the average age being 22½ years; 5 of them were under 18 years of age, and 11 above 25.

I have appended to this Report a list (Appendix A.), in which, against a number designating each student, there is recorded his age and standing in the institution, the circumstances under which he is supported in it, his previous condition, and his acquirements at the time of his admission. Ten of the students had previously been schoolmasters, 17 assistants in schools, 9 clerks, 8 small tradesmen, 5 shoemakers, 3 farmers, 1 surgeon, 1 captain of a ship, 20 skilled workmen in various manufacturing processes, and 4 labourers.

The fact that one-third of the entire number had previously been schoolmasters or assistants in schools is instructive. It is new to the experience of this institution, and may be considered to indicate a sense, prevalent among the existing race of elementary schoolmasters, of the inadequacy of their present attainments.

Some few of the students, in the knowledge they had acquired previous to their admission, afforded the evidence of an early thirst for knowledge, and habits of study long formed. The previous knowledge of the greater number appears, however, to have been limited in its amount, and in its character technical and common place.

The Admission of Students.

Applicants for admission are required to produce a certificate, signed by the clergyman of the parish or ecclesiastical district where they have last resided: they must also forward testimonials of their moral conduct and Christian deportment from three respectable householders, to whom they have been known for the space of one year at least, countersigned by the clergyman of the parish in which they reside. The points on which testimony is required are the following:—age; situation in life; family and connexions; how educated; how subsequently employed; where lately residing, and how long; moral habits and character; personal appearance and general health; temper and disposition; whether a regular attendant at church; whether a communicant; whether ever employed in the Sunday-school.

Each candidate, before admission, is examined as to his knowledge of the Bible and the Book of Common Prayer, sacred history and geography, and in reading, writing, spelling, grammar, and arithmetic. He must read fluently, spell correctly from dictation, write a good bold hand, be well practised in arithmetic, as far as the Rule of Three inclusive, and above all, have a competent knowledge of the Holy Bible and the Book of Common Prayer.

If approved, the candidate is admitted a probationer for three months, on his paying, or giving adequate security for the payment of, the sum of 8*l.* 3*s.* to the Society, for the quarter's board and washing, the instruction he may receive being gratuitous. But in case it is found before the end of this period that he discovers no fitness for the office of a teacher, or is otherwise incompetent, he is called upon to withdraw, and charged only for the number of the weeks he may have resided in the institution, at the rate of 32*l.* 12*s.* a-year.

Students who have left during the last Year.

Fifty-two students left the institution during the year preceding my inspection, making a total of 138 schoolmasters trained in it, of whom 64 completed their course of instruction before it was placed in the hands of the National Society, and 74 have left it since. Of the 52 who have left during the past year, I have appended to this Report a list (Appendix B.), specifying the time during which each has been in the institution and the school of which he has been placed in charge.

The period nominally assigned to the course is twelve months. The above-mentioned 52 students had resided an average period of *one year and three months.*

The Officers of the Institution.

The establishment consists of the Rev. Thomas Jackson, M.A., Principal; the Rev. John Hunter, Vice-principal; Mr. Thomas Tate, Mathematical Master; Mr. Taylor, Master of the Battersea Model School and of the Art of Teaching or Method; Mr. Linn, Industrial Master. Lectures on Geography are given statedly by Mr. Hughes; on Music, by Mr. Hullah and his assistants; on Gymnastics, by Mr. Cousins; and on Writing, by Mr. Zurhorst.

By the recent appointment of Mr. M'Leod, master of the village school, and lecturer on method, to the office of head master in the Royal Military Asylum at Chelsea, the institution has lost the services of a zealous and a skilful teacher, associated with it from its commencement. Mr. Taylor, one of the students, has been appointed to succeed him; and I trust that in his hands that important department of the institution which connects it with the village school will lose none of the

efficiency it had acquired under the able direction of Mr. M'Leod.

The subjects of Instruction.

The following is a general statement of the subjects of instruction, each being pursued as far as may be practicable and expedient in a twelve-months' course,—the Doctrines of the Bible, as expounded by the Church of England; General Church History; the History of the English Church and Liturgy; Etymology; English Grammar; Commercial Arithmetic; English History; Pestalozzian Arithmetic; Algebra; Geometry; Mechanics; Chemistry; Land Surveying; the Mulhauser Method of Writing; and especially the Art of Teaching. For this last most important purpose the Village School of Battersea is allowed by the Honourable and Reverend Robert Eden to continue, as formerly, the Model School of the institution; and the students devote some hours a-day, during the last four months of their term, to attendance at that school, having classes there assigned them, under the superintendence of Mr. Taylor. They also assist in gardening and household work, under the direction of Mr. Linn.

I have appended to this Report (Appendix C.) a copy of the existing time-table.

In Scriptural knowledge the lectures for the last year have included the following subjects:—Old Testament Biography to the time of Elijah; New Testament Biography, contained in the Gospels; the Epistle to the Hebrews; Prophecy, in its character and design; the Periods of Old Testament History; the Chief Predictions relative to the Messiah; the Chief Types of our Saviour; the Principal Doctrines of Scripture.

This course of lectures is intrusted to the Rev. the Vice-principal. The course on Church History is undertaken by the Rev. the Principal himself. It has included the following subjects;—

1. The first ten Articles.
2. The Ecclesiastical History of the first three centuries.
3. A sketch of the prominent points in the History of the Church in this country, from its foundation to the beginning of the Reformation, including the reformation in Germany.

In English Grammar, the elementary treatise of Professor Latham has, in some particulars, served as a text-book; and the students have been taught the distinction and the classification of elementary vocal sounds, and the nature of the parts of speech; the rules of syntax; prefixes and roots from Ross's outlines; the conventional application of derivations; etymological parsing; grammatical analysis; the structure of sentences; the transposition and paraphrase of sentences. This subject is taught by the Vice-principal, to whom is also in-

trusted the course in English History and the History of English Literature. The period reached in this course was that of Henry VIII.

The scientific course has not essentially differed from that given during the previous year, of which a syllabus was appended to my last Report. It has, however, been the object of Mr. Tate, more I believe than heretofore, to present every subject of scientific inquiry to the students under the double aspect of that which they are to learn and that which they are to teach.

The hours set apart for instruction in "Method," or the "Art of Teaching," have been occupied by Mr. M'Leod entirely in critical remarks on the lessons given by the teachers in the village school. No special lectures have been given on method.

Great progress has, I am informed, been made in VOCAL MUSIC during the last year. Mr. Sterndale Bennett, Professor of the Academy of Music, obligingly undertook, at this as at my last inspection, to conduct the examination in this subject; and I have appended to this Report a letter (Appendix E.), in which he has recorded his impressions in respect to it.

To MODEL DRAWING a larger share of attention has been directed than during any previous year, and much progress has been made. The solid models, drawn on tinted paper and shadowed, comprise the following:—The cube, the quadrangular pyramid; the cube and pyramid combined; the hexagonal prism; the square frame, with the bars flat and the bars square; the square frame and cross combined; the cross; the pentagon; the octagon; the star; the cylinder; the globe; the hollow cube, &c.

It is greatly to be regretted that no more than one hour and three-quarters a-week can be devoted to this important department in the instruction of elementary schoolmasters. From the character of some of the drawings executed here it cannot, I think, be doubted that, if the requisite time could be allowed, a very high standard of proficiency would be attained.

Results of the Inspector's Examination.

I have appended to this Report a copy of the questions placed before the students on the several days of my examination. (Appendix D.) The answers they have given, in writing, to those questions are now before me.

In *Scriptural Knowledge* they have acquitted themselves creditably. I have distinguished from the rest, the exercises of Biggs, G. H. Taylor, Thackeray, and Gawthorn, as particularly deserving of commendation.

In *Ecclesiastical History* the extent of their knowledge, if considered in reference to the circumstances under which it has been acquired, is remarkable.

It includes the principal events in the history of the three first centuries; a general knowledge of the questions of doctrine brought into discussion during that period, and of the prevalent heresies, and some particulars in the lives and writings of the most eminent of the Fathers.

In this subject the papers of Marriott, Reid, Biggs, Hulford, Hobley, Nixon, H. Williams and Watts are the most deserving of commendation.

Whilst bearing a willing testimony to the importance of ecclesiastical history as a part of the course of instruction proper to a Church training-school, I may perhaps be pardoned if I suggest it as worthy of consideration, whether, here, it does not enter in an undue proportion relatively to other subjects.

To the questions given to them on *the Art of Teaching*, the answers of the students are not generally so satisfactory as I could have desired. Among the best are those of Dakin, Marriott, and Woolley.

The questions in *English History* have been, on the whole, tolerably well answered, according to the text-book used, which appears, however, to be a mere outline of the subject. Anything better than such an outline of historical knowledge is perhaps impracticable in a course so limited in time as that of this institution, and so crowded with subjects. It is impossible, however, not to desire, in the instruction of elementary schoolmasters, something in history better adapted to the intelligence of children, having more relations with things familiar to their observation—and to their interest—than the mere succession of sovereigns, or the detail of political events, removed by their very magnitude far beyond the sphere of the sympathies of children, if not of their comprehension. Among the best papers in history are those of Gawthorn, G. W. Taylor, and Jeffery.

I have been gratified at the evidence which the papers on *Geography* afford of the attention given here to the study of physical geography, and at the neatness and precision with which a map of the continent of Europe has been drawn from memory by some of the students. Among the best passages are those by Thackeray, G. W. Taylor, Jackson, Hobley, and Perkin.

In some of the exercises on *English Grammar*, I have observed a nice discrimination of grammatical forms and attempts at the critical discussion of disputed grammatical questions, which afford the evidence of superior teaching. In only two or three instances has, however, the meaning of a sentence which I requested them to paraphrase, been correctly given; and in no case have they *parsed* that sentence correctly. It may, it is true, be considered a somewhat difficult sentence to comprehend; but their intelligence of the idea thus conveyed under a complicated form of expression appears to me the

fairest test which I can apply to their knowledge of language, and the peculiar deficiencies exhibited by persons of their class in such matters seems to indicate that their instruction in language may take this direction with great advantage.

To the success with which the *scientific course* of this institution has been pursued, I can bear as heretofore a very decided testimony. Were a longer period allotted to it, I doubt not that a very high standard of attainment would be reached.

Two or three of the students have exhibited some knowledge of the *Differential calculus,* and several have advanced in Algebra as far as Cubic Equations. Among the best papers in Algebra are those of Buttery, Jeffery, Blackburn, Holland, Marriott, and Woolley. The improvement made in this respect is due in some degree to a little work which Mr. Tate has recently published on Algebra,* in which he appears to me, as in his other elementary works, to have succeeded eminently in bringing the first steps of exact science within the compass of the intelligence of children.

They are unable to devote that time to the study of *Geometry* which is necessary to any extensive acquisitions in it. I have found them, however, better versed in it than at any previous examination.

In *Arithmetic* and *Mensuration*, Pinder, Reid, Jeffery, Marriott, and Skelton, have acquitted themselves, I think, the best. Generally, however, the students have not succeeded so well in these subjects—and particularly in *simplifying* the questions they have worked, as from the opportunities here afforded them I should have expected.

Jeffery and Buttery have done well in *Trigonometry,* and I have been particularly pleased to find problems, involving the determination of heights and distance, solved by the method of geometrical construction, and the use of the scale and compasses by those students who are not sufficiently advanced to apply to them the formulæ of trigonometry. This method of working by geometrical construction, the class of problems in mensuration and mechanics usually solved by trigonometry, appears to me eminently applicable to the business of elementary schools. Scales and compasses may be purchased at a cheap rate, and there can be no reason why the more advanced children should not be made familiar with the use of them. Among the other expedients by which this use might be made at once interesting and instructive is, its application to the solution of the class of questions in the mensuration of heights and distances, and areas, and in mechanics, of which I have just spoken, usually reserved for trigonometrical calculation.

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* "Algebra made Easy."—Longman. Price 1s.

The results thus obtained, both in mensuration and mechanics, when a large scale is used, are sufficiently accurate for many practical purposes, and some may thus be got at with great ease, which would be obtained with great difficulty by calculation. It is a method the more likely to interest children, that it is something to *see* and something to *do* with the fingers as well as to think about.

It ceases under this form to be a matter of pure reasoning and reflection. That link between thinking and *acting* to which there is, perhaps, an innate tendency, and which is certainly grateful to a natural instinct, is re-established by it. It is possible that in other matters the educationist may find his advantage in respecting this instinct which unites in childhood by a pleasurable bond, thinking and acting.

In calculations connected with the science of *practical mechanics,* this institution is in advance of any other that I am acquainted with, fulfilling, in this respect, with success that object of providing for the education of manufacturing and mining districts, in consideration of which, the maintenance of it was undertaken by the National Society.*

Marriott, Nield, W. Taylor, Blackburn, G. H. Taylor, and Pinder have acquitted themselves particularly well in mechanics.

In *Agricultural Chemistry* a very good paper has been written by Reid, but I cannot record the impression that much real knowledge of this subject exists in the institution, or is indeed to be hoped for, among the various subjects of study crowded into the one year and a-quarter during which the students reside in it.

The papers in *Astronomy* have somewhat disappointed me; I had hoped for a more successful simplification of this important branch of elementary instruction, and the union with it of clearer and more general views in respect to atmospheric phenomena and the phenomena of temperature.

Lessons in the Village School.

The lessons given by the students in the village school were characterized as heretofore by a judicious arrangement, and considering their opportunities, by much fulness of knowledge and facility in exposition. A more rapid and vigorous method of examination is, however, wanting to complete their skill as teachers. In this respect their efforts were comparatively feeble.

That which compels the attention of the class to the lesson, opens for it a way to the understandings of the children and

* To this end the use of a very valuable little book, called "Exercises in Practical Mechanics," by Mr. Tate, has greatly contributed. This book is well adapted to be used in National schools.

fixes it there, is the examination founded on it; and that such an examination may be successful, the questions must be well selected, ready at hand, as flowing from a full mind, apt and consecutive, and the whole effort characterized by energy, vivacity, and fervour.

The Buildings.

To the buildings of the institution a class-room, 60 feet in length, 30 feet in width, and 20 feet high, has been added since the date of my last Report. One-half of this large and convenient room is occupied by a gallery furnished with desks, and giving space for 100 students and an organ. In the other portion of the room a large collection of educational apparatus has been placed. Some of the most valuable of the models have been constructed by the students themselves. Above that portion of the room assigned to these models is a gallery occupied as a library.

The cost of the building was 850*l.* The apparatus and fittings have caused a further outlay of from 300*l.* to 400*l.*

This class-room is used for lectures and examinations. It stands slightly detached from the rest of the buildings, on a site which before formed part of the pleasure-grounds.

The dormitories afford space for 76 beds. These beds are, however, many of them, somewhat inconveniently crowded in the attics of that portion of the building which having been erected many years ago, as a private residence, is ill adapted to this use.

Great ingenuity has been shown in providing, under these circumstances, for the proper ventilation of the dormitories. The expedients to be used for this purpose are, however, of necessity subject to the constant control of the students themselves; and in other similar cases, I have found that, where the control of the ventilation of an apartment is given to the parties to be benefited by it, that object is not unfrequently defeated.

With reference to the *privacy* and *retirement* of each student in that portion of the dormitory allotted to his use much is also to be desired. As, moreover, the operation of your Lordships' recent Minutes cannot fail to increase greatly the present number of inmates, a necessity appears to have arisen here, as well as at St. Mark's, for adding considerably to the buildings. A plan has accordingly been drawn out for this purpose, and is, I am informed, under the consideration of the Committee of the National Society.

Loans Granted in aid of the Fees of the Students.

The system by which loans were granted, at the option of the Principal, to such deserving candidates as were unable to pay

the customary fees—to the whole extent, if necessary, of those fees—has been discontinued.

That the student should commence his career as a schoolmaster burdened with a debt, was judged to be open to objection upon moral considerations; and this became the more apparent when many were found to be really unable to pay the debts to which they had thus rendered themselves liable. It is, I believe, for these reasons, that it has been considered expedient to limit the amount of the loan made to any single student to the sum of 10*l.*

The operation of this rule having, however, been found seriously to diminish the number of students admitted, 15 additional exhibitions have since been founded by the National Society, each for the sum of 15*l.*

The whole number of exhibitions has thus become 25, of which 5 are for the sum of 10*l.*, and the rest for 15*l.*

The annual charge for each student being 32*l.* 10*s.*, it has thus become impracticable to *any one* seeking the office of an elementary schoolmaster to avail himself of the education offered by this institution, except by the contribution on his own part, or that of his friends, of a sum which, including books, clothes, and travelling expenses, cannot fall far short of from 15*l.* to 20*l.* annually. I have expressed to your Lordships, in preceding Reports, an opinion, founded upon many inquiries, to the effect that the most eligible candidates for admission to these institutions will not be obtained—or, indeed, any sufficient number to render the selection of such as are really qualified to become schoolmasters practicable—until admission is offered free of all cost.

I cannot but rejoice therefore that, by the operation of your Lordships' recent Minutes, the training institutions will, probably, be enabled to admit eligible students free of all cost or charge.

The Leisure Hours of the Students.

The students are allowed, during their leisure hours, access to their dormitories, for the purpose of private study; and, with this view, they are also permitted to keep the gas in the dormitories burning until 10 o'clock. This arrangement cannot fail to be attended with some inconveniences, amongst which is perhaps a somewhat untidy state of the dormitories. It is to be regretted that opportunites for private study cannot be afforded elsewhere. The hours which the system leaves at the disposal of the students for this purpose are, however, not many in number.

The Discipline.

The discipline of an institution whose inmates are men of

mature years, of different characters and dispositions—characters and dispositions now in some degree fixed and rigid—men bound up with associations purely local, brought together for a common object, from different callings and with different motives, cannot but be difficult—a difficulty not a little enhanced, in its influence on an institution such as this, by the entire revolution it effects in their customary habits of thought and action.

The process by which a labourer or a mechanic is converted at once into a student is a moral violence. It involves the disruption of a *regimen* of the mind and of the body, the antagonism of physical and of moral elements not to be combated successfully except by a system which keeps that end in view, and by means specially adapted to it. From its first establishment this institution appears to me to have been conducted on such a system—a system eminently vigorous in operation, bringing every student daily under a succession of teachers, each having a limited range of subjects assigned to him, and giving to each ample stores of knowledge and a full measure of educational zeal.

The students are allowed no time to reflect on difficulties of the path on which they are entering—they must *advance* in it. There is no leisure for irresolution or dreaminess, or despondency.

A state of constant mental activity kept up by that method of oral instruction and constant lecturing which thus peculiarly characterizes the institution, and distinguishes it from all others, aids greatly in the maintenance of its discipline, and in keeping alive that spirit of enterprise and improvement which is apparent in it.

Those vagrant thoughts, to contend with which these men, unaccustomed to give a voluntary attention, would find, if left to themselves, almost a hopeless task, are effectually combated by the zealous watchfulness of their lecturers, and the perpetual oral examinations to which they are subjected.

Thus, compelled to exertion, they are made at last to feel their strength. My experience leads me to attach great importance to these considerations, in their influence on the healthful discipline of institutions of this class, and to consider constant oral instruction by the method of lecture, and a succession of teachers, each limiting himself to a particular range of subjects, peculiarly adapted to them.

To the right discipline of such an institution there is further required a regular and punctual adherence to whatever rules may have been prescribed for the government of it, the scrupulous observance of such as are conventional, the utmost consideration in all personal relations, and a just, impartial,

and temperate use of the means of reproof and of encouragement.

In concluding this Report, I am desirous to convey to your Lordships the grateful sense I entertain of the confidence you have been pleased to repose in me, in intrusting to me the sole inspection of this and other institutions of the same class; and to submit to you very respectfully, that from the laborious character of that duty not less than from the growing importance of such institutions, and the increased responsibility which has devolved by your recent Minutes upon the inspection of them, it is, in my opinion, expedient that two Inspectors should be associated in it.

I have the honour, &c.,

HENRY MOSELLY.

To the Right Honourable the Lords of the Committee of Council on Education.

Appendix (A).

List, in the left-hand Column of which each Student of the Institution is indicated by a Number; and his Age, Standing, previous Condition, Acquirements, &c., are described in the other Columns.

Numbers designating the Students.	Class.	Standing.	Age.	Previous Condition.	Acquirements at the time of Admission.	Musical Knowledge.	Premium, by whom Paid.
1	1st	21 months	20	Merchant's Clerk. Afterwards sent to a boarding-school as a preparation for the College.	Had studied Arithmetic, as far as Fractions; good Biblical knowledge; a little Geography and English Grammar; had read the History of England and Rome; literary.	. .	32*l.* 12*s.*, paid 12*l.* 10*s.* from the Bath and Wells Diocesan Board, the remainder by a lay patron.
2	1st	21 months	20	Assistant in a National School for two years. Four years a Sunday-school teacher.	Had gone in Arithmetic as far as Duodecimals; fair knowledge of the Bible; good writer; a little Latin; had gone through Lennie's Grammar; draws Diagrams very beautifully; knew some Geography.	. .	32*l.* 12*s.* paid, by the student's father.
3	1st	21 months	25	Shoemaker and Sunday-school teacher for three years.	A little Arithmetic; some knowledge of the Bible; a little Elementary Grammar.	Had commenced Hullah's Course.	32*l.* 12*s.*, 15*l.* paid by the student's friends, and 17*l.* 12*s.* lent by the College.
4	2nd	19 months	31	Brought up as a woollen manufacturer. 12 years a Sunday-school teacher.	Fair Biblical knowledge; fair knowledge of Elementary Arithmetic; tolerable Geographical knowledge; a little English History.	A little knowledge of the flute.	32*l.* 12*s.*, paid by the student.
5	2nd	18 months	19½	Stationer	Arithmetic, to the Rule of Three; fair Biblical knowledge; a little of Murray's English Grammar; Goldsmith's English History; Pinnock's Catechism of Geography.	. .	
6	1st	18 months	21	Wheelwright. Teacher in a Sunday-school.	Arithmetic, as far as the Rule of Three; a little knowledge of Chemistry; good Biblical knowledge.	Had gone through the first part of Hullah's Course.	10*l.* Exhibition, 10*l.* by clerical patron of student, and 12*l.* 12*s.* lent by College.

List, in the Columns of which each Student's Number, Age, &c, are indicated—*continued.*

Numbers designating the Students.	Class.	Standing.	Age.	Previous Condition.	Acquirements at the time of Admission.	Musical Knowledge.	Premium, by whom Paid.
7	1st	18 months	20	Assistant teacher in a National School for four years.	Arithmetic, as far as Cube Root; a little English Grammar and Drawing; good Biblical knowledge; some Latin Grammar; had gone through History of England.	. .	10*l* Exhibition National Society, and 22*l*. 12*s*. by the friends of the student.
8	1st	18 months	17	Clerk. Assistant for three months at a National School.	Arithmetic, to Fractions; had gone through English Grammar; some English History; good writer; good Biblical knowledge.	Had learnt vocal music on the old system, and gone through Hullah's Course.	10*l*. Exhibition National Society, 22*l*. 12*s* to be paid by the student's mother
9	1st	17 months	28	Mathematical instrument maker. Sunday-school teacher nearly 14 years.	Arithmetic, as far as the Rule of Three; good Biblical knowledge; a little English History; some knowledge of the Italian.	. .	10*l*. Exhibition National Society, 10*l*. paid by the student, and 12*l*. 12*s*. lent by the College.
10	1st	17 months	24	Packer. A Sunday-school teacher for three years.	Arithmetic, as far as Practice; a little English History; good writer; a little English Grammar; good Bible knowledge.	Had gone through a regular singing course.	32*l*. 12*s*. lent to the student, the clergyman who selected and highly recommended him being responsible.
11	1st	16 months	19	Grocer. Assistant in a National School eight months. Sunday-school teacher four years.	Arithmetic, to the end of Walkinghame; had learnt a system of Mental Arithmetic; good Biblical knowledge; literary; had read English History; good writer; a good knowledge of English Grammar.	. .	By the mother of the student.
12	1st	15 months	22	Bootmaker . . .	Arithmetic, as far as Fractions; good Biblical knowledge; literary; good writer; had read Roman, Greek, and English History; a little French; had learnt Drawing; had gone through the Eton Latin Grammar.	. .	By the father of the student.

13	1st	15 months	24	Assistant Clerk . .	Arithmetic, as far as Practice and Decimals; fair Biblical knowledge, good writer; had read English and Roman History, some knowledge of English Grammar.	Could play on the violin.	By the father of the student.
14	1st	13 months	24	Gardener. Son of a schoolmaster, had assisted in his father's school.	Arithmetic, as far as Decimals; fair Biblical knowledge; some English and Roman History, a good writer; a little English Grammar; a fair knowledge of the Elements of Botany.	. .	. .
15	1st	13 months	23	Glover, Three weeks a Sunday-school teacher.	Arithmetic, as far as Rule of Three; good Biblical knowledge; some English History; good writer; English Grammar.	. .	10*l.* paid by clerical patron, 10*l.* Exhibition, Principal's private fund, 12*l.* 12*s* lent by the College
16	1st	13 months	24	Master of a private school.	Arithmetic, to the end of De Morgan's system; good Biblical knowledge, literary; English History; Greek and Roman History, good Grammarian; a little French; Algebra, as far as Quadratics; Six Books of Euclid.	Had gone partly through Hullah's Course.	15*l.* Exhibition, Principal's private fund, 17*l* 12*s*, lent by the College.
17	1st	12 months	22	Tailor	Arithmetic, as far as Rule of Three; good Biblical knowledge; literary; had read History of England; good writer, some knowledge of English Grammar; draws neatly, and can cut Wood Engravings.	. .	. .
18	1st	12 months	21	Assistant in a private school for one year and a half.	Arithmetic, as far as Practice, good Biblical knowledge; good writer, literary; had read some Roman, Greek, and English History; good Grammarian; a little Latin; the Elements of Algebra.	. .	. .
19	1st	12 months	18	Farmer. A Sunday-school teacher two years.	Arithmetic, to the end of Walkinghame; good Biblical knowledge; English Grammar; good writer; good in English History; Nesbit's Mensuration.	A little knowledge of the flute.	10*l.* Principal's private fund, 10*l.* paid, and 12*l* 12*s.* lent by the College.
20	1st	12 months	20	Student, under the auspices of the Royal Society's Company of Fine Arts in Dublin.	Arithmetic, as far as Decimals; good Biblical knowledge, English Grammar; a little Latin; a little English History; ditto Roman; some Mensuration and Euclid; Drawing.	A little knowledge of the flute.	By the student's father.

List, in the Columns of which each Student's Number, Age, &c., are indicated—*continued.*

Numbers designating the Students.	Class.	Standing.	Age.	Previous Condition.	Acquirements at the time of Admission.	Musical Knowledge.	Premium, by whom Paid.
21	1st	12 months	30	Working Engineer. Sunday-school teacher six years.	Arithmetic, as far as Interest; good Biblical knowledge; a little English Grammar; good writer; some English History; some knowledge of Mechanics.	Could play the violoncello.	15*l.* Exhibition, Principal's private fund, and 17*l.* 12*s.* lent.
22	2nd	12 months	24	Farmer	Arithmetic, as far as Rule of Three; good Biblical knowledge; a little English Grammar; fair writer.	. .	32*l.* paid by student's father.
23	2nd	11 months	18	Clerk in a Counting-house. Had assisted in a Sunday-school three years.	Fair knowledge of the Bible; Arithmetic, as far as Decimals; a little English Grammar.	A little instruction in music.	15*l.* Exhibition. The remainder by the student's mother.
24	1st	11 months	28	British and Foreign Society Schoolmaster at , in Kent.	Had gone through Decimal Fractions; English Grammar; History of England; a little Drawing; literary.	A little music . .	By the student.
25	1st	11 months	22	A village schoolmaster for three years.	Has gone through Arithmetic; a little Algebra; has read Hume's English History; literary; a little Drawing; English Grammar.	Has gone through Hullah's course.	15*l.* Exhibition, Principal's private fund, and 17*l.* 12*s.* lent to the student.
26	1st	10 months	22 y. 10 m.	A Schoolmaster two years.	Has gone through Arithmetic and Algebra; a little Euclid and Conic Sections, and a little Differential Calculus; through Murray's Grammar; Goldsmith's History of Greece, Rome, and England.	Has gone through Hullah's Course.	. .
27	2nd	. .	28	Printer. Formerly assisted in a Sunday-school.	Arithmetic, as far as Rule of Three; fair Biblical knowledge; a little English Grammar; literary; a little History of England.	. .	. .
28	1st	9 months	20	Master of a Sunday-school four years.	Through Arithmetic; Algebra, as far as the Binomial Theorem; fair Biblical knowledge; good Grammarian; good writer.	Through Hullah's Course. Can play the flute a little.	. .

29	1st	10 months	22	Frame-work maker. A Sunday-school teacher four years. Had the sole charge of a day-school five years.	Arithmetic; Algebra, as far as Progression; English Grammar; a little English History; good Biblical knowledge; has read History of Greece.	Has gone through a course of elementary singing.	. .
30	2nd	10 months	27 y. 10 m.	Shoemaker. A Sunday-school teacher seven years.	Good Biblical knowledge; Arithmetic, to the Rule of Three; some English Grammar; a little English and Roman History.	. .	15*l.* paid and 17*l.* 12*s.* lent.
31	1st	10 months	24 y. 10 m	Trade:—Printer. Schoolmaster 12 months, soldier three years.	Arithmetic, Geometry, Trigonometry, Algebra, English Grammar, English History, Geography; a little French; good Biblical knowledge; Roman and Grecian History.	. .	. .
32	1st	9 months	19 y. 9 m.	Pupil teacher in a National School 18 months.	Good Biblical and Theological knowledge; good Geographer; fair knowledge of English Grammar; through Arithmetic; Algebra, as far as Simple Equations; fair knowledge of English and Roman History; Mensuration.	Has had a few lessons in Hullah's Course. Can play the flute.	. .
33	2nd	8 months	20	Gardener. Sunday-school Teacher three years.	A little Arithmetic; fair Biblical knowledge.	A little knowledge of music.	. .
34	1st	8 months	2 y. 18 m.	Schoolmaster four years and a half.	Through Arithmetic; some knowledge of Geography; English History; Grammar; good Biblical knowledge; good writer	Some knowledge of music. Can play on the organ.	. .
35	1st	9½ months	18¾	Assistant in a National School for three years.	Fair Biblical knowledge; English Grammar; a little Drawing; some English History; a little Latin; Arithmetic, to the end; Algebra, to Simple Equations; some Ecclesiastical History; literary.	Has learnt some vocal music.	. .
36	1st	9 months	25	Warehouseman. Sunday-school Teacher several years.	Through Arithmetic; fair knowledge of Geography; English History; a slight acquaintance with Ecclesiastical History; Grammar; good Biblical knowledge; good writer.	. .	. .
37	1st	8 months	24	Schoolmaster . .	Fair knowledge of Arithmetic; fair Geographer; fair Grammarian; a little English History; good Theologian; good writer.	Had been through Hullah's Course.	. .

List, in the Columns of which each Student's Number, Age, &c., are indicated—*continued.*

Numbers designating the Student.	Class.	Standing.	Age.	Previous Condition.	Acquirements at the time of Admission.	Musical Knowledge.	Premium, by whom Paid.
38	1st	8 months	22 y. 8 m.	Husbandman. Has been a Sunday-school Teacher three years.	Through Arithmetic; good Biblical knowledge; has read a little History; some English Grammar.	Has gone through the first part of Hullah's Course.	32*l.* 12*s.* by the student, paid quarterly.
39	1st	7 months	21 y. 7 m.	Saddler. Sunday-school Teacher nearly five years.	Through Arithmetic; Mensuration; some English and Roman History; good Biblical knowledge; English Grammar; some Drawing; some Geography.	Has practised the violin a little. Has some knowledge of singing.	32*l.* 12*s.* by the student.
40	2nd	8 months	23	Warehouseman. Sunday-school Teacher several years.	Arithmetic, as far as the Rule of Three; some knowledge of Geography; Grammar; good Biblical knowledge.	Good musical knowledge.	. .
41	1st	. .	27	Engineer. Teacher in a Sunday-school several years.	Through Walkinghame's Arithmetic; good literary attainments; fair knowledge of Geography; good knowledge of English, Roman, and Grecian History; good Grammarian; fair knowledge of Scripture; little Latin; fair French scholar; has read a little Metaphysics.	Good knowledge of music; can play the flute and violin well. A slight acquaintance with harmony.	. .
42	2nd	6 months, 3 weeks.	26	Boot-maker. Taught in a Sunday-school 15 months.	Arithmetic, as far as Practice; fair knowledge of Mensuration: Geography; good literary attainments; can read French fluently; good Grammarian; fair Bible scholar; History; a general acquaintance with Physiology.	. .	. .
43	1st	6 months, 2 weeks.	27½	Cooper. Sunday-school Superintendent three years and a quarter. Teacher, ditto, eight years.	Arithmetic, as far as Decimals; a little Algebra; a little English History; English Grammar; good Biblical knowledge; read Soams on the Reformation, &c.; well informed in Natural History.	A good piano-forte player. A good organist. Can play well on the violin, and a little on the flute and accordion.	. .

44	2nd	6 months	21½	Engraver. Sunday-school Teacher five years.	Through Arithmetic; fair knowledge of Geography; some English History; a little Grammar; good Biblical knowledge.	. .	
45	2nd	5 months	21	Comb-maker. Assisted in a Sunday-school four years.	Arithmetic, as far as Fractions; good Biblical knowledge; English, and a little Ecclesiastical History; little English Grammar; some Geography.	Slight knowledge of the flute.	. .
46	2nd	6 months	20	Bookseller . . .	A little Arithmetic; some knowledge of Geography; good Biblical knowledge; a little Roman, Grecian, and English History.	. .	. .
47	1st	5 months, 3 weeks.	20¼	Joiner	Arithmetic, as far as Proportion; a little English Grammar; read a little English History; fair Bible knowledge; a good knowledge of the Welsh language.	Fair musical knowledge.	. .
48	1st	5 months, 3 weeks.	20¼	Assistant in an Infant-school six years.	Walkinghame's Arithmetic, as far as Proportion; fair Grammarian; read a little English History; some knowledge of Geography; a little French; fair Bible scholar.	Fair musical knowledge. Can play the flute well.	. .
49	2nd	4 months, 3 weeks.	19 y. 5 m.	Paper-stainer. Sunday-school Teacher two years and a-half.	Arithmetic, as far as Decimals; good Biblical knowledge; a little English Grammar; had read English History; formerly attended the Somerset-House School of Design; some knowledge of Geography.	Had received six lessons in the Hullah system.	10*l.* by the student in advance; the rest lent.
50	2nd	4 months	19	Assistant to St. James's National School, Leeds. Sunday-school Teacher one year.	Fair Biblical scholar; a little Latin Grammar; a little Geography; has read some English History, and Churton's Church History; Arithmetic, as far as Cube Root; Algebra, as far as Infinite Series.	. .	. .
51	2nd	4 months	28	Overlooker at a factory. Sunday-school Teacher six years.	Arithmetic, as far as Fractions; knows the Bible very well; a little English History and Grammar; a little Drawing.	. .	. .
52	2nd	3½ months	30	Private Schoolmaster for six years and a-half. Sunday-school Teacher six months.	Good Biblical scholar; nearly all the usual slate Arithmetic; English Grammar.	. .	. .

List, in the Columns of which each Student's Number, Age, &c., are indicated—*continued.*

Numbers designating the Students.	Class.	Standing.	Age.	Previous Condition.	Acquirements at the time of Admission.	Musical Knowledge.	Premium, by whom Paid.
53	1st	4 months	21½	Cloth Manufacturer. Had assisted in an Evening School. Had been a Sunday-school Teacher nearly two years and a-half.	Had gone through Arithmetic; good Biblical knowledge; Church History; a little Latin Grammar; a little Algebra.	. .	. .
54	2nd	3½ months	22	Assistant in a National School.	Through Arithmetic; Algebra, as far as Simple Equations; some knowledge of Mensuration; fair Grammarian; History; Geography; Bible knowledge.	. .	. .
55	2nd	3½ months	17	Assistant in Mr. Bull's school, St. Matthew's, Birmingham.	Arithmetic, as far as Interest; good Biblical knowledge; English Grammar; Geography.	Has gone partly through Hullah's System.	17*l.* paid and 15*l.* lent.
56	1st	3 months	23	National Schoolmaster for three years and a-half.	Good Biblical knowledge; has gone through Bonnycastle's Arithmetic; some Geography; good Writer; knows Mensuration; fair knowledge of Roman and English History; Algebra, as far as Quadratics; a little Drawing.	Has gone through the first part of Hullah's Course.	32*l.* 12*s.* lent by the College.
57	1st	3 months	18	Two years Assistant at the National School, Baldwin's Gardens.	Good Biblical knowledge; good Theological knowledge; good Geographer; fair knowledge of English Grammar; good Writer; has gone through Arithmetic; a little Mechanics and Algebra; fair knowledge of English and Roman History.	. .	. .

58	1st	3 months	30	Prepared for a Surgeon. A little time Teacher of a National School.	Good Biblical and Theological knowledge; good Chemist; fair knowledge of Algebra; good Latin scholar; fair Greek scholar; some little Hebrew, and French, and Anglo-Saxon; good Writer, and Arithmetician, and Geographer; good knowledge of Mineralogy, &c.	Has gone through part of Hullah's System.	32*l.* 12*s.*
59	2nd	..	22	A Merchant's Clerk. A Sunday-school Teacher seven months.	Good Biblical knowledge; Arithmetic, as far as Practice; good Geographer; good Writer.	. .	17*l.* paid, the rest lent.
60	2nd	..	36	Captain of a Merchantman.	Good Biblical knowledge: Geographer; Mensuration; Navigation, a little Algebra; good Arithmetician.	. .	32*l.* 12*s.* to be paid by the student.
61	2nd	2 months	22	A Machine-maker .	Fair Biblical knowledge; knows English Grammar; has gone through Walkinghame's Arithmetic; some Geography; has read English History.	. .	32*l.* 12*s.* quarterly by the student.
62	2nd	2 months	21¼	Japanner . . .	Arithmetic, as far as the Rule of Three; a little Geography; fair Grammarian; read a little History of England; a good Drawer; fair Bible scholar; good Writer.	Good musical knowledge.	. .
63	1st	2 months	21¼	. .	Good Arithmetician; a little Algebra; good Grammarian; fair Historian and Geographer; literary; fair Theologian.	. .	. .
64	2nd	6 weeks	17¾	Assistant in a National School one year.	Been through Walkinghame's Arithmetic; a little Mensuration; through Lennie's Grammar; a little Geography; good Bible knowledge; has read English History, and a little Roman History; some knowledge of Ecclesiastical History.	. .	Welsh Exhibitioner.
65	2nd	6 weeks	17	Teacher in a small School.	Walkinghame's Arithmetic, as far as Proportion; a little Geography; a little Grammar; English History; fair Bible knowledge.	. .	Welsh Exhibitioner.

List, in the Columns of which each Student's Number, Age, &c., are indicated—*continued.*

Numbers designating the Students.	Class.	Standing.	Age.	Previous Condition.	Acquirements at the time of Admission.	Musical Knowledge.	Premium, by whom Paid.
66	2nd	..	17	Always at School .	Through Arithmetic; some knowledge of Geography; Grammar; a little English History, fair Biblical knowledge; Algebra, as far as Simple Equations.	Been through Hullah's first Course; can play the flute a little.	. .
67	2nd	..	21	Painter. Teacher in a Sunday-school two years.	Arithmetic, as far as Fractions; a little Algebra; little Mensuration; little Geography; a fair Historian; fair Biblical knowledge; fair Drawer; fair Grammarian; has learnt the Latin Grammar.	Good Musical knowledge; can play well on the organ.	. .
68	2nd	..	23	Generally at School	Fair knowledge of Arithmetic; Algebra, as far as Simple Equations; studied four Books of Simpson's Euclid; fair knowledge of Geography, Physical and Descriptive, fair Grammarian; has read the first part of the Gospel of St. Matthew in Greek, and the Greek Reader; has read Virgil's Æneid, first book; Ovid, &c, in Latin; a fair French scholar; good Bible knowledge; and fair Historian.	Can play the flute a little.	. .
69	2nd	..	18	Miner	Gone through Arithmetic; a little Algebra, a little Mensuration; fair Bible knowledge.	. .	. .
70	2nd	..	19	Clerk	Fair Bible scholar; fair Grammarian; gone through Arithmetic; Algebra, as far as Simple Equations; general outline of History; a little Geography; a little French; can draw pretty well.	Been through Hullah's Course.	. .
71	2nd	..	20	Woolen-draper . .	Arithmetic, as far as Practice; gone through Lennie's Grammar; English History a little; a little Geography; fair Bible knowledge.	Been through Hullah's first Course.	. .

72	2nd	..	18	Assistant in a National School 3½ years.	Arithmetic, as far as Decimals; pretty good in Geography; a little Roman History; a little Grecian History; English History; gone through the Latin Grammar; part of the Latin Testament; fair Bible knowledge; good Writer.	Gone through Hullah's Course; a little of the violin.	. .
73	2nd	..	23	Assistant in a School	Good Bible scholar; has studied English Grammar; Draws a little; Literary; good Geographer; Arithmetic, as far as the Rule of Three; a little Latin; has read History of England.	. .	32*l.* 12*s.* to be paid by the student's brother.
74	2nd	..	21	Miller	Fair Bible scholar; Algebra, as far as Quadratics; Arithmetic, as far as Simple Interest; Geography; read History of England, Scotland, and Rome; knows Land-surveying.	. .	Pays his own fee, 32*l.* 12*s.*
75	2nd	..	17	Assistant in the Agricultural School, Ealing.	Good Reader; good Bible knowledge; Geography; English Grammar; Literary; good knowledge of English History; Drawing; Arithmetic; Algebra, as far as Quadratics.	Has gone through Hullah's System, and can play the violin.	32*l.* 12*s.*
76	2nd	..	24	Merchant's Clerk. Sunday-school Teacher nine months.	Sound knowledge of Bible; gone through Walkinghame's Arithmetic; has read Goldsmith's History of Greece and Rome; Hume and Smollet's England; Literary; little Latin and French; fair Geographer; good Writer; good Grammarian.	. .	32*l.* 12*s.* by the student.
77	2nd	..	20	Clerk. Sunday-school Teacher three years.	Arithmetic, as far as Decimals; little Geography; little Latin and English Grammar; Roman, Grecian, and English History; good Draftsman (Architectural).	Can play the flute.	. .
78	2nd	..	19	Farmer. Assistant in a National School 3½ years. Sunday-school Teacher.	Fair Biblical scholar; fair Writer; a little English Grammar; Arithmetic, as far as Compound Proportion.	. .	32*l.* 12*s.*, to stay two years.

List, in the Columns of which each Student's Number, Age, &c., are indicated—*continued.*

Numbers designating the Students.	Class.	Standing.	Age.	Previous Condition.	Acquirements at the time of Admission.	Musical Knowledge.	Premium, by whom Paid.
79	2nd	..	19	Assistant in a Private School.	Good Biblical scholar; a little French; Arithmetic, as far as Decimals; good Writer; has gone through Murray's Grammar; a little Drawing; Algebra, as far as Simple Equations; fair knowledge of Geography.	..	..
80	2nd	..	20	Shoemaker. Three years a Sunday-school Teacher.	A little Grammar and Arithmetic; good Biblical knowledge.	Has gone through the whole of Hullah's Course.	Half to be paid and half to be lent. To stay two years at least.
81	2nd	..	22	Merchant's Clerk. Sunday-school Teacher seven months.	Good Bible knowledge; Arithmetic as far as Practice; good Geographer; good Writer.	..	17*l.* paid; rest lent.
82	2nd	..	24	Schoolmaster. Has been a Sunday-school Teacher a short time.	Has a fair knowledge of the Holy Bible; has gone through several Arithmetics; a very little French; Modern Geography; English Grammar; English and Roman History; Literary.	No Musical knowledge.	32*l.* 12*s.* by the student.
83	..	..	19	Assistant in the Hebrew Boys' School, Palestine Place.	Gone through Arithmetic; very good Biblical scholar; a little Mapping; English History; Roman and Grecian History; Rudiments of Latin, Greek, Hebrew, German, and Chaldee; Geography; Shorthand; Literary.	Gone through part of Hullah's Course.	..

APPENDIX (B.)

Name of Student.	No. of Months in Institution.	Patron.	School of which he is placed in charge.
Thomas Carvill	19	E. C. Tufnell, Esq.	Loughborough.
George Green	17	Rev. J. Jackson	Middlewich.
William Taylor	22	Rev. E. Vaughan.	Mold.
John Bate	10	Rev. J. Armistead	Stockton-on-Tees.
William Moss	12	Rev. E. H. Ommaney	Chew-Magna, Somerset.
Thomas Cox	14	Rev. G. Hake and Rev. S. Shipley	Blackburn.
George Palmer	15	Rev. J. Armistead	Effingham, Surrey.
James Courtnay	17	Rev. J. Symonds	Rosendale, near Rochdale
W. J. Lake	12	Rev. Mr. Bramston and Rev. Mr. Fagan	Macclesfield.
H. Coultas	12	Rev. Mr. Carter	Stockton-on-Tees.
J. Cardwell	19	Hon. and Rev. R. Eden	Kirkdale, Cheshire.
H. Williams	19	Rev. E. Blackwell	Blackburn.
T. Smith	11	Rev. J. Tideman	Blackburn.
Thomas Phillips	11	Rev. J. G. Packer & W. Oxley, Esq.	Birmingham.
Job Burrows	15	Rev. W. Blackwell	Brimmington, Derby.
G. J. Stevenson	15	Rev. Mr. Cox and Mr. R. Smith	Philanthropic Asylum.
John Sluter	18	Rev. R. Burgess	Quarry Bank, Stafford.
Thomas White	13	Ven. Archdeacon Grant	Jamaica.
James J Phillips	14	Rev. Dr. Joynes	Kingswood.
E. T. Chambers	12	Rev. R. Burgess	Saffron Waldon.
Joseph Woolley	13	Rev. J. Armistead	Abbots Ann, Hants.
John Thackeray	10	Rev. Dr. Hook	Leeds.
George Elliot	11	E. C. Tufnell, Esq.	Stockton-on-Tees.
James Minns	15	Rev. Mr. Patterson	Butterly, Derbyshire.
George Dixon	10	Rev. W. Curling	Worcester.
James Davis	14	The Hon. and Rev. R. Eden	Kirkdale, Cheshire.
W. A. Sherwin	11	Rev. J. Currie	Multifarnham, Ireland.
Isaac E. Baker	10	Rev. H. J. Baily	Snitterfield, Warwick.
James Denner	19	Rev. S. Vincent	Reigate, Surrey.
George R. Renwick	50	H. R. H. Prince Albert	St. Andrew's Leeds.
William Rapsey	19	Rev. R. Kindsman	Accrington, Lancashire.
James Carter	14	Rev. S. G. Packer	Crosthwaite, Cumberland
William Brown	18	Rev. J. Heming and W. Dickenson, Esq.	St. George's East, London.
Henry Crockford	15	Rev. G. Allen	Worthing.
Alfred R. Harrap	15	Rev. W. Hutchinson	Stourbridge; second master of the Old Swinford Hospital.
Thomas Checkley	12	Rev. S. G. Packer	Trawden, Cheshire.
Edward Taylor	..	Rev. Dr. Molesworth.	Wragby, Wakefield.
Charles Kershaw	24	Rev. W. W. Hoare	Ardenshaw, Staley Bridge.
John Biggs	12	Rev. J. Hensman	Clifton.
John Dakin	12	Rev. W. Fry	Manchester.
Ben Nield	12	Rev. W. Hoare	Eccles, Manchester.
J. Jeffery	12	Rev. H. Wright	Dunchurch.
H. Habley	..		St. Paul's, Pancras.
H. Baker	..	S. Tremenheere, Esq.	Bluntisham, Huntingdon
G. Peachey	..	Rev. E. Boyle	Macclesfield, Old Church.
C. Davey	..	Rev. J. Bramston.	,, St. Peter's.
H. Hulford	..	Rev. R. Burgess	,, Hurdsfield.
G. Baker	..	Rev. J. Brown	Philanthropic Asylum.
W. Beckwith	..		Chester, Christchurch.
R. Carter	..	Rev. J. Ketley	St. Mary's, Lambeth.
G. Taylor	..	Rev. J. Beaumont.	Battersea village school.
J. W. Marriott	..	John Martin, Esq.	Bloomsbury, London.
J. Regan	..		Orby, near Spilsby.

Appendix (C.)

ROUTINE.

Hours	Classes	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.	SATURDAY.
7	1 2	Garden. Do.	Garden. Do.	Garden. Do.	Garden. Do.	Garden. Do.	. . . . . .
9	1 2	Grammar. Arithmetic.	Drill. Do.	Mensuration. Mr. Martin.	Arithmetic. Do.	Drill. Do.	Examination Papers to
10	1 2	English Literature. Garden.	Principal. Do.	Natural Philosophy. Garden.	Garden. Grammar.	Principal. Do.	½ past 10. Garden to
11	1 2	Scripture. Do.	Garden. Mensuration and Geometry.	Garden. Do.	Derivation. Garden.	Mr. Martin. Do.	½ past 11. Examination. Papers to
12	1 2	Mr. Martin. Do.	Mathematical Geography. Descriptive Geography.	Composition. Mr. Martin.	Descriptive Geography. Garden.	Garden. Do.	1 o'clock. . . .
2	1 2	Garden. Descriptive Geography.	Composition. Garden.	Reading and Parsing. Mental Arithmetic.	Principal. Do.	Upper Mathematics. Garden.	Historical Geography. . . .
3	1 2	Garden. Do.	Mechanics. Music.	Garden. Do.	Chemistry. Do.	Globes. Music.	. . . . . .
4	1 2	Algebra. Derivation.	Music. Arithmetic.	Descriptive Geography. Arithmetic and Algebra.	Mr. Hullah. Composition.	Music. Grammar.	. . . . . .
5	1 2	Mr. Taylor. Problems on Work.	Scripture. Do.	Algebra. Reading and Parsing.	Mr. Hullah. Composition.	Scripture. Do.	. . . . . .
7	1 2	Penmanship. Do.	. . . . . .	Drawing. Do.	Penmanship. Do.	Drawing. Do.	. . . . . .

Appendix (D.)

THE VICE-PRINCIPAL'S LECTURES.—SCRIPTURAL KNOWLEDGE.

Only One Question is to be Answered in each Section.

Section I.

What events are associated with the following dates?

1. 975, B.C.
2. 713, B.C.
3. 74, A.D.

Section II.

What events are associated historically with the following places?

1. Gibeon.
2. Carmel.
3. Miletus.

Section III.

Give Scriptural examples of the following virtues:—

1. Early Piety.
2. Contentment in a Mean Condition.
3. Forgiveness of Injuries.

Section IV.

Give passages of Scripture illustrative of the following graces:—

1. Christian Steadfastness.
2. Sincerity.
3. Watchfulness.

Section V.

What prophecies of Scripture have reference—

1. To the pre-existence of the Messiah?
2. To his lineage from David?
3. To his sufferings when crowned with thorns, buffeted and spitted on?

N.B.—Give the dates of these prophecies.

Section VI.

1. Write down the names applied in Scriptures to our Saviour and their significations.
2. What offices are intimated under the name Christ, and in what sense have these offices been fulfilled by him?
3. Show that the Messiah was expected by the Jews as *temporal* ruler.

Section VII.

What practical instruction may be drawn from the lives—

1. Of Gideon.
2. Of Sampson.
3. Of Peter.

SECTION VIII.

1. When did the Jewish day begin, and when terminate? What were its divisions?

2. Draw a plan of the temple at Jerusalem, and describe it.

3. Describe the Morning and the Evening Sacrifices.

SECTION IX.

1. "And after the second veil, the tabernacle which is called the holiest of all." (Heb. ix. 3.) What is the tabernacle here spoken of, and what did it contain? What is the second veil?

2. Explain the following passage:—

> "For if the word spoken *by angels* was steadfast, and every transgression and disobedience received just recompence of reward, how shall we escape if we neglect so great salvation," &c., &c.—(Heb. ii. 2, 3.)

3. Explain the words printed in italics in the following passages:—

> "By faith Abraham, when he was tried, offered up Isaac, *and he that had received the promises offered his only Son.*" —(Heb. xi. 17.) "Accounting that God was able to raise him from the dead, *whence also he received him in a figure.*"—(Heb. xi. 19.)

SECTION X.

1. "And he charged them saying, take heed, beware of the leaven of the Pharisees, and of the leaven of Herod."—(Mark viii. 15.) What is the "leaven of Herod" here spoken of? Is there any other mention of the Herodians in Scripture?

2. State concisely, according to the doctrine of the Church, God's method in the salvation of a sinner.

THE PRINCIPAL'S LECTURES.

SECTION I.

1. Between what two periods must the Church (on the authority of Scripture) have had its origin?

2. What authority is there for saying that St. Peter was Bishop of Rome?

3. Was James, the Lord's brother, an apostle? How does Scripture indicate his position in the Church?

SECTION II.

1. What general persecutions of the Christians were instituted by public authority, and under what emperors?

2. Who were the authors of the earliest, and who of the most celebrated, of the apologies for the Christian Church, and to whom were they addressed?

3. Give some account of St. Cyprian.

SECTION III.

1. What steps were taken by Adrian to reduce Jerusalem to the state of a heathen city, and what by Julian to restore it?

2. What was the heresy of the Montanists; who was its founder, and what steps were taken to suppress it?

3. What was the heresy of Noëtus; how was it modified by Sabellius, how by Paul of Samosata?

SECTION IV.

1. Give some account of the circumstances under which the Sacrament of Baptism was administered in the Anti-Nicene Church.

2. Under what forms is it probable that formularies of faith existed in the Primitive Church, and in what way does it appear (according to Burnet) that the Orthodoxy of the Creed of each new bishop was verified before he was received into Communion by the neighbouring bishops.

3. What was the distinctive mark of Arianism, and what was the question in dispute at the Council of Nice? Who were the chief abettors of this heresy?

SECTION V.

Give some account of the Romish abuses—

1. Of penance.

2. Of indulgences and their origin.

3. Give some account of the witnesses for the truth in the Romish Church before the time of Luther.

SECTION VI.

State some particulars as to—

1. The diet at Augsburg.

2. The diet at Worms.

3. The early life of Zwingle, and the commencement of the reformation in Switzerland.

SECTION I.

1. What are the testimonies of Irenæus and Tertullian as to the early introduction of Christianity in Britain, and to what periods do they refer?

2. What evidence have we of a persecution of the Church in Britain when under the dominion of the Romans? What was the period of that persecution; and under what circumstances did the first recorded martyrdom take place?

3. Under what circumstances and at what periods is mention made of the Bishops of the early British Church?

SECTION II.

1. Give some particulars as to the state of the *British* Church during the early period of the Saxon Heptarchy.

2. What part was taken in the conversion of the Anglo-Saxons by Bishops of the Scottish, the Ancient British, and the Gallic Churches?

3. What steps did King Alfred take for the restoration of learning? what ecclesiastical regulations did he make; and what abuses did he sanction?

SECTION III.

1. Show that the Scriptures were not denied to the people in the

early English Church, and that transubstantiation was not then a doctrine of the Church.

2. What proof is there of the independence of the British Church before the mission of St. Augustine?

3. To whom was the power of electing bishops and abbots conceded by King John? When and under what circumstances did it become again a Royal prerogative? When and upon what pretence was the cup first denied to the laity by ecclesiastical authority?

SECTION IV.

1. When were the Articles of Religion first published, what was their original number, and by whom were they drawn up? When and by whom were they afterwards revised? What alterations were then made in them? What public sanction did they receive? When were they finally reviewed and ratified, and what alteration was then introduced into them?

2. Write out the Fourth Article, and give Scriptural authority for it.

3. Give Scriptural authority for the last clause of the Second Article; explain the term "a *true* sacrifice," illustrate it by the example of the sacrifices of the great day of atonement, and show that Christ underwent for the atonement of sin that death which had been denounced against it, "in like manner as though the sins of men had actually been transferred to him?"

Art of Teaching.

What organization would you adopt in a school of 50 children? How would you arrange them in your school-room? What subjects of instruction would you select? What books would you use? And what apparatus, supposing that you had the assistance of a pupil teacher from 15 to 17 years of age?

English History to Henry VIII.

SECTION I.

1. What Roman emperors died at York, and what emperor was born there?

2. Give some account of the history of Britain under the government of Agricola.

3. At what period, under what circumstances, and by the command of what emperor did the Romans abandon Britain?

SECTION II.

1. Enumerate the kingdoms of the Saxon Heptarchy, and the counties severally included in them.

2. Into what great classes were the people divided in Anglo-Saxon times? What great council took a part in the government; of whom was it composed, and what were its functions?

3. Of what learned men among the Anglo-Saxons has the memory reached our times, and what are the remains of Anglo-Saxon literature?

SECTION III.

1. On what title did William of Normandy claim the throne England?

2. Give some account of the Domesday Book.

3. What children had Henry I.? Under what circumstances did his grandson succeed to the throne?

SECTION IV.

1. Give some account of the last two years of the reign of King John.

2. Give a short account of the reign of Edward II.

3. What persecutions did the Lollards suffer in the reign of Henry V.?

SECTION V.

Give some account of the following learned men; of the periods when they wrote, and of their writings:—

1.—Lanfranc; William of Malmesbury.
2.—Roger Bacon; John Duns Scotus.
3.—Matthew Paris; Geoffry Chaucer.

English Grammar.

SECTION I.

1. What is the number of the simple single elementary sounds in the English language, and of the elementary compound sounds?

2. Give the sounds of the letter *a*.

3. Enumerate the mute consonants, and distinguish between sharp and flat mutes.

SECTION II.

1. What rule governs the formation of mute or whispering sounds?

2. By what change do mute sounds become vocal?

3. What are the three elements of every simple proposition? Illustrate its structure by an example.

SECTION III.

1. Define, according to this analysis of a sentence, a noun.

2. Define, similarly, a common verb, and show that it unites the copula and the predicate.

3. Give an example of grammatical "apposition," and state the rules of Syntax to which this form of speech is subjected.

SECTION IV.

1. Give the meanings of the following Latin words, and annex to each the English words derived from it. "Foro," "Humus," "Jugum," "Ligo," "Opto," "Repto," "Spargo."

2. How many words are there in the Lord's Prayer not of Saxon origin; and what are they?

3. Parse the words printed in italics in the following passage:—

"'T is greatly *wise* to talk with our past hours,
And *ask* them, *what report* they bore to Heaven,
And how they might have borne more welcome news.
Their answers form what men *experience* call;
If wisdom's *friend*, her *best*; if not, worst *foe*."

SECTION V.

Write a paraphrase of the above passage.

Geography.

SECTION I.

1. Draw a map of Europe.

2. What provinces compose Prussia? When was it erected into a kingdom? What is its population? How are their numbers divided between the Protestant and the Catholic Religion?

3. Give some particulars as to the state of agriculture in Prussia. What is its greatest manufacturing town? Where were Copernicus, Luther, and Rubens born, and what are the following cities remarkable for: Wittenburg, Tilsit, Aix-la-Chapelle?

SECTION II.

1. By what nations has India been successively invaded? What have been the seats of empire, and who have been its most celebrated sovereigns?

2. When and under what circumstances did the British obtain possession of Bengal?

3. Of what chief provinces does the British empire in India now consist; and what principal States are under British protection?

SECTION III.

1. What nations inhabit the West Coast of Africa?

2. What settlements of European nations are there on the West Coast of Africa?

3. Give some account of the Physical Geography of Africa.

SECTION IV.

1. Draw a map of the British possessions in North America.

2. Describe the towns of Quebec, Kingstown, and Toronto.

3. What is the history of the provinces of Lower and Upper Canada? Of what classes of persons does their population at present consist? And what is their government?

SECTION V.

1. Describe and explain the trade winds, and the monsoons of the Indian Ocean.

2. What is meant by the line of perpetual congelation? What is its height in our latitude, what, at the Equator, and what at the Poles?

3. What forms of vegetation would you expect to find succeeding one another in the Tropical regions of South America as you ascended to the region of Perpetual Snow?

SECTION VI.

1. Describe and explain the phenomena of the tides. Why does the time of high water vary?

2. Describe the phenomena of magnetic dip and variation.

3. In what manner, and for what purpose, is it ordered that the extremes of summer heat should be more nearly equable in different regions than their mean temperature?

Arithmetic and Mensuration.

N.B.—The use of any other rules of computation than the first four in whole numbers and fractions is to be avoided as much as possible, and the solutions are to be written out under the forms in which the student would seek to make them intelligible to a class in his school.

Section I.

1. If 279 cwt. cost 946*l.* 17*s.* $1\frac{1}{2}$*d.*, what will 2 cwt. cost at the same rate?

2. Show that, $\frac{3}{5} = \frac{21}{35}$, and that $\frac{2}{3} \div \frac{5}{6} = \frac{2 \times 6}{3 \times 5}$

3. What sum will amount to 27*l.* in 1 year at 5 per cent.?

Section II.

1. By selling an article for 35 guineas, a tradesman *lost* $7\frac{1}{2}$ per cent.: what should he have sold it for to *gain* $12\frac{1}{2}$ per cent.?

2. A and B rent a field for 18*l.*; A puts in 14 horses, and B 23 cows: what must each pay, supposing that 2 horses eat as much as 3 cows?

3. If 1000*l.* be due from London to Paris when 1*l.* is worth 25 francs, how much must be remitted when a guinea is worth 27 francs?

Section III.

1. Find the number of acres in a square field whose side is $4\frac{1}{2}$ chains.

2. What length must be cut off a board $6\frac{3}{4}$ inches wide that the area may be 1 square foot?

3. The circumference of a circle is 18·8496: what is its diameter?

Section IV.

1. What is the area of a triangle whose sides are 6, 8, 10 feet?

2. How many standard rods of brickwork are there in a wall 72 feet 6 inches long, 19 feet 3 inches high, and $5\frac{1}{2}$ bricks thick?

3. Find the solid content of the frustrum of a cone the diameter of one extremity of which is 18 inches, and of the other 9 inches, and its height $14\frac{1}{4}$ inches.

Section V.

1. The mean quarter girt of a tree 40 feet long is 8 inches: how many solid feet of timber are there in it?

2. A roof is 35 feet 8 inches long, and 18 feet 3 inches wide; it is to be covered with lead weighing 8 lbs. to the square foot: what will the lead cost at a guinea per cwt.?

3. A cutting 40 feet wide at the bottom, and having slopes of 1 in 3, is to be made through an elevated piece of ground, the heights of points in whose surface, about the level of the bottom of the cutting, taken at distances of 40 feet from one another, are respectively 0, 7, 11, 13, 29, 18, 15, 10, 3, 0 feet; the material taken out of it is employed to form an embankment of a uniform height of 12 feet, 40 feet wide at top, and having slopes of 1 in 3; what length of embankment will it supply material for?

Mechanics.

Section I.

1. A train weighing 50 tons is to be drawn along a horizontal railroad at the rate of 20 miles an hour: at what horse-power does the engine work, friction being estimated at 8 lb. per ton?

2. How many bushels of coals must be consumed in a day of 24 hours to raise 150 cubic feet of water per minute from a depth of 100 fathoms, with an engine doing 60 millions duty?

3. A shaft 10 feet in diameter is to be sunk 130 fathoms through chalk whose specific gravity is 2·315: in how many days of 8 hours can two men raise the material, working with a windlass, and yielding each 2500 units of work per minute?

Section II.

1. What strain will a bar of iron bear in the direction of its length, its section being a square whose side is $1\frac{1}{2}$ inches; the tenacity of the iron being estimated at $25\frac{1}{2}$ tons the square inch?

2. What traction must a horse exert to draw a load of 19 cwt. up a hill whose rise is 3 feet in 100, and what to draw it *down* the hill, the co-efficient of friction being $\frac{1}{12}$th?

3. A shaft full of water, whose horizontal section is 40 square feet and depth 100 feet, is to be pumped dry: how far must the level of the water be sunk before the work is half done, no water being supposed to flow into it?

Section III.

1. What is the pressure upon each pivot of a flood-gate 12 feet wide and 36 feet deep when the water reaches to the summit?

2. An embankment of brickwork, 30 feet high, 4 feet wide at the top, and 12 feet wide at the bottom, presents its inclined face to the water, and is vertical externally: will it be overthrown when the water reaches its summit?

3. A piece of cork weighs 20 lbs. in air, and a piece of granite being fixed to it which weighs 120 lbs. in air and 80 lbs. in water, the whole is found to weigh $16\frac{2}{3}$ lbs. in water: what is the specific gravity of the cork?

Section IV.

1. The evaporating power of an engine is ·75 cubic feet per minute, the area of the piston is 5000 square inches, and the steam is cut off at third foot of the stroke: how many strokes must the engine make per minute so that the pressure of the steam upon the piston, before the communication with the boiler is closed, may be 34 lbs. on the square inch?

2. The load of steam upon the piston in the last example is $19\frac{3}{4}$ lbs. per square inch, and the elasticity of the steam in the condenser $1\frac{1}{2}$ lb. per square inch: at what period of the stroke will the velocity of the piston be the greatest?

3. The whole length of the stroke in the last example is 11 feet; what would be the horse-power of the engine if nothing were lost by friction?

Section V.

1. A stream discharges 100 cubic feet of water per minute with a velocity of 20 feet per second: what would be the horse-power of an undershot wheel erected on this stream and having a modulus of ·6?

2. A train weighing 20 tons is travelling on a horizontal line at the rate of 20 miles per hour: how far would it run on if the steam were suddenly shot off, and if the breaks were not applied, and there were no resistance of the air? The resistance of friction is 8 lb. per ton.

3. Two balls, each weighing 1 cwt., fixed at the extremities of a horizontal rod, are employed, by means of a screw, to drive a punch; it is found that when made to revolve with a velocity of 2 6 feet per minute they will just carry the punch through a quarter of an inch plate: what mean pressure do they exert upon it? The friction of the screw is neglected.

Section VI.

1. There is a cubical mass of stone, each of whose edges is $1\frac{1}{2}$ feet in length, and each cubic foot of which weighs 160 lbs.: what is the least force by which it could be drawn up an inclined plane of the same stone whose inclination is 30°; and what is the least force by which it could be drawn down the plane, the limiting angle of resistance being 35°?

2. Explain fully the principle on which the curved float-boards in Poncelot's undershot water-wheel are constructed.

3. Investigate a method for determining the point of rupture in an arch; and this point being found, show how the general conditions of the stability of the arch may be determined.

Astronomy.

Section I.

Illustrate by means of diagrams—

1. The seasons.
2. The phases of the moon.
3. The stationary and retrograde motions of the planets.

Section II.

1. Show that the elevation of the Pole is equal to the latitude of the place of observation.

2. On the 3rd May, 1842, when the sun's declination was 15° 39′, the true meridian alt. of the sun's centre, to the southward, was found to be 58° 23′: what was the latitude?

3. What corrections must be applied to an *observed* altitude of the sun's upper or lower limb to determine the true altitude of its centre.

Section III.

1. Explain what is meant by parallax, and show that the fixed stars are at an immeasurable distance from the earth.

2. From what observations is it known that there is an apparent annual motion of the sun through the ecliptic?

3. The number of revolutions of the earth upon its axis is one less than the number of days: why is this?

Section IV.

1. State fully to what causes the difference between mean solar and sidereal time is to be attributed.
2. Explain a method of determining the longitude.
3. Show how the apparent time may be determined (by construction upon the black globe) from an observed altitude of the sun.
4. Why do similar eclipses return after an interval of 19 years?

Geometry and Trigonometry.

1. If two angles of a triangle be equal to one another, the sides also which subtend or are opposite to the equal angles shall be equal.
2. If at a point in a given straight line two other straight lines on the opposite sides of it make the adjacent angles together equal to two right angles, these two straight lines shall be in one and the same straight line.
3. Equal triangles on the same base and on the same side of it are between the same parallels.

Section II.

1. In a given straight line find a point equally distant from two given points, one in and the other above or below the given straight line.
2. A walk is to be made along two adjacent sides of a rectangular garden 100 feet long and 80 feet broad; the area of the walk is to be half that of the garden: what must be its width?
3. Given one angle of a triangle, a side opposite to it and the other two sides, to construct the triangle.
4. In a right-angled triangle the sum of the sides is 70, and the sum of the hypothenuse and perpendicular falling upon it from the opposite right angle 74, determine the triangle.

Section III.

1. Show that—

$$\text{Sin}\,(a + b) = \text{Sin}\,a\ \text{Cos}\,b + \text{Sin}\,b\ \text{Cos}\,a.$$

2. $$\text{Cos}\,a = 1 - 2\,\text{Sin}^2\,\tfrac{1}{2}\,a.$$

3. $$\text{Tan}\,a = \text{Cot}\,a - 2\,\text{Cot}\,2\,a.$$

4. $$\text{Cos}\,nx \pm \sqrt{-1}\,\text{Sin}\,nx = \left(\text{Cos}\,x \pm \sqrt{-1}\,\text{Sin}\,x\right)^n$$

Section IV.

1. Show that in a plain triangle—

$$\frac{a}{b} = \frac{\text{Sin A.}}{\text{Sin B.}}$$

2. $$\frac{a - b}{a + b} = \frac{\text{Tan}\,\tfrac{1}{2}\,(\text{A} - \text{B.})}{\text{Tan}\,\tfrac{1}{2}\,(\text{A} + \text{B.})}$$

3. $$\text{Sin A} = \frac{2}{bc}\sqrt{\text{S}\,(\text{S} - a)\,(\text{S} - b)\,(\text{S} - c)}$$

Section V.

1. At a horizontal distance of 197·3 feet from the base of a spire I observe the elevation of its summit to be 50° 56′: what is the height of the spire?

2. I observe the elevation of the summit of a spire standing on a horizontal plane to be 18° 21′, I then approach it in a straight line 562 feet, and find the elevation to be 51° 56′; what is the height of the tower?

3. In order to find the distance from one another of two objects, A and B, situated on opposite sides of a piece of water, I measure their distances respectively from a third object C, and find C A to be 562 feet and C B 320 feet, and the angle A C B 128° 4′· what is the distance from A to B?

Algebra and Differential Calculus.

Section I.

1. Write under its simplest form

$$-7a^{-1}b^{4}c \times 3ab^{-5}c$$

2. What is the square root of

$$\frac{a^2}{b^2} - \frac{4a}{3c} + \frac{4b^2}{9c^2}$$

3. Show that

$$\sqrt{\tfrac{3}{2} + \sqrt{2}} = 1 + \tfrac{1}{2}\sqrt{2}$$

4. Reduce to its lowest terms

$$\frac{a^2 + 2ax + 4x}{a^3 - 2ax + 4ax^2 - 8x^3}$$

Section II.

1. Solve the equations

$$\frac{x - 5}{x + 3} = \frac{2x - 25}{2x + 21}$$

2. $$\frac{8x}{x + 2} - 6 = \frac{20}{3x}$$

3. $$\frac{7x^n}{x - 1} = \frac{6x^{n+1} + x^n}{x + 1} - \frac{3x^n + 6x^{n+2}}{x^2 - 1}$$

4. $$x(y + z) = a, y(x + z) = b, z(x + y) = c.$$

Section III.

1. There are 17 silver coins, consisting of crowns and shillings, and their joint value is 2*l.* 13*s.* 0*d.*: how many are there of each?

2. A person has a certain number of sovereigns which he tries to arrange in a square; at the first trial he has 130 over; he then enlarges the side of the square by 3 sovereigns, and has 31 over: how many sovereigns had he?

3. In what different ways may I lay out 1770*l.*, in sums of 31*l.* and 21*l.* each?

4. If a sum of £*a* be borrowed at *r* per cent., and £*b* be repaid at the expiration of each successive year, in how many years will the debt be liquidated, allowing compound interest?

Agricultural Chemistry.

SECTION I.

1. Show how atmospheric air may be analyzed.
2. Show how water may be analyzed.
3. What are the characteristic properties of ammonia; what is its chemical constitution; and how is it manufactured?

SECTION II.

1. Distinguish between the organic and inorganic parts of plants and show how they may be separated.
2. What is the chemical constitution of the organic parts in plants? In what proportions do their chemical elements severally enter into those vegetable substances which serve for the food of man and beast?
3. What are the chief constituents of the inorganic parts in plants?

SECTION III.

1. State some facts as to the proportions in which inorganic matter enters into the constitution of different vegetable substances, and different parts of the same vegetable substance.
2. What are the principal constituents in the inorganic portions of soils, and what is their classification?
3. State some facts as to the natural alternation of plants on the same soil, and account for it on chemical principles, and for the advantages derived from the artificial alternation of crops.

APPENDIX (E.)

Report of W. Sterndale Bennett, Esq., Professor in the Royal Academy of Music.

DEAR SIR, 15, Russell Place, Fitzroy Square, May 6, 1847.

I HAVE great pleasure in forwarding you a highly favourable report of the progress of the students at Battersea College, in their musical studies. My examination took place in November last, and I could not fail to observe the very decided improvement which had taken place since I last visited the college in November, 1845.

The singing was highly satisfactory, and the answers of the students to some theoretical questions, which I put to them, were generally correct. The deficiencies to which I alluded in my former Report had been partially supplied, and Mr. Hullah had adapted his system (as I think) very successfully, according to the musical wants of the students. They have now an excellent practice room, an organ, a resident musical assistant (Mr. Martin), an opportunity of applying their musical attainments in the morning and evening service, which latter I had the pleasure to attend, and to hear some very pure and devotional singing, and these advantages have tended to raise the state of musical feeling amongst the students, and which will, I think, be permanent. Altogether, I am of opinion, that although the stay of the students in the college is very limited, the study of music may be successfully pursued by them with a view to ultimate usefulness, and by means of the system now adopted, they may be enabled to impart a clear view of the rudiments of music and singing to those placed under their care.

I remain, Dear Sir, yours very truly,

Professor Moseley. WILLIAM STERNDALE BENNETT.

Report on St. Mark's College, Chelsea, by the Rev. H. Moseley, M.A., F.R.S.

MY LORDS,

THE present number of students in St. Mark's College is 51, whose average age is 17, and of whom 16 are above the age of 18, and 19 under 17 years of age. I have appended to this Report a Table (Appendix A.) in which—annexed to a number designating each student—is a statement of his age and standing in the institution, his previous means of instruction, his attainments on admission, and the circumstances under which his premium is paid.

It will be seen that 21 of them are from private schools, 19 from National schools, 6 from Diocesan schools, 2 from St. Mark's practising school, one from a British and Foreign school, and one from a workhouse school. Eleven knew the rudiments of Latin on their admission, 5 a little of algebra, and 1 had made considerable progress in his mathematical studies.

The course of instruction remains nearly the same as at the date of my last inspection, no other alteration having been made in the time table* than such as was of a temporary nature.

The number of hours devoted weekly to each occupation of the students will be found recorded in the following table:—

NUMBER of HOURS devoted WEEKLY to each OCCUPATION of the STUDENTS.

OCCUPATION.	Division I.	Division II		Division III.	
		1st Section.	2nd Section.	1st Section.	2nd Section.
	h. m	h. m.	h. m	h. m.	h m.
Chapel	6 0	6 0	6 0	6 0	6 0
Evening Worship	3 30	3 30	3 30	3 30	3 30
Scriptural Knowledge and Christian Doctrine (*i. e.* Articles)	2 5	3 0	3 25	1 50	3 40
Church History and Bible Literature	2 20	2 0	2 0	2 40	2 40
Latin	6 15	6 0	6 0	5 0	6 0
English Grammar, English Literature, and History	7 10	2 45	5 20	6 0	3 50
Geography	2 30	2 30	1 20	4 0	5 20
Writing	0 30	1 20	1 20	2 40	4 0
Arithmetic	0 20	0 35	1 10	0 40	3 30
Geometry	2 50	1 20	2 25	..	..
Algebra and Trigonometry	2 20*	5 40	2 40	2 40	..
Mechanics and Natural Philosophy	2 0	0 35	..	..	..
Music	7 10	7 10	7 10	7 10	7 10
Drawing	4 0	4 0	4 0	4 0	4 0
Normal Lessons	3 0	..	..	..	..
Private Reading	1 30	..	..	..	..
Preparing Lessons	..	9 0	9 0	9 0	9 0
Meals	8 45	8 45	8 45	8 45	8 45
Leisure	6 0	6 0	6 0	6 0	6 0

* See Minutes for 1844-5, p. 588.

Inadequacy of the present Buildings.

No alteration has been made in the buildings since the date of my last Report. They afford inadequate accommodation to the present number of students; and, not having been erected for the use to which they are now applied, they are ill adapted to it. I may, perhaps, be permitted to add that in their architectural character they do not accord with the dignity and importance of the object to which they are devoted, and that in this respect they present a remarkable contrast to the training-schools which have been erected by local educational Boards.

As there is no adequate accommodation for the present number of students, of whom 25 are lodged without the walls, and as your Lordships' recent minutes will greatly increase the number of applications for admission, a necessity appears to have arisen for enlarging the fabric; and a plan for this object has been prepared by the Principal, which embraces—1st. Dormitory chambers for as many students as will complete the number of 150,* with full provision for household and industrial occupations. 2ndly. A hall capable of accommodating 200 persons at dinner, with corresponding domestic offices—in particular, a laundry, bake-house, and brewery; with due provision for a separation of these offices from that portion of the building occupied by the students. 3rdly. A sick-ward, distinct from, but contiguous to, the domestic part of the establishment. 4thly. A large lecture-room and theatre, with a laboratory and class-rooms adjoining, and dwelling-rooms for all the masters above.

These buildings Mr. Coleridge proposes to arrange in two courts contiguous to the present building, and entered by a gateway. The college library, the secretary's and steward's offices, the matron's apartments, and the servants' sleeping-rooms, are provided for in the Principal's present residence.

It would be presumption in me to express any opinion upon the architectural merits of Mr. Coleridge's plan; but I may, perhaps, be permitted to convey to your Lordships the sense I entertain of the importance of placing this and the Battersea training institutions—destined as they are to exercise a powerful influence on the education of the country—on a scale, in respect to the fabric of each, and the accommodation they afford for the lodging and instruction of the students, in some degree commensurate with the educational movement now in progress.

Subjects tendered for Examination.

The following is a list of the subjects tendered to me for examination:—

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* Forty is the maximum number which the college will at present fully accommodate.

SUBJECTS FOR EXAMINATION.

Classes I. and II.—*Teachers at the Practising School.*

Old Testament History and Chronology.—History of the Prophets.—Chief Prophecies relating to our Lord.—Gospel History.—Sketch of the Harmony of the Gospels.—Acts of the Apostles.—Connexion of the Old and New Testaments.

Articles with Scripture Proofs, &c.—English Liturgy, sources from whence compiled.—History of the Creeds.—State of the World at the Coming of Christ.—Lives of the Apostles and their Companions.—Persecutions, principal Heresies and Fathers of the period from 1 to 325.—Councils, &c., from 325 to 680.—Chief Councils acknowledged by the Romish Church.—Early British and Saxon Churches—English Reformation.

English History—Sketch of the History of the Anglo-Saxon and English Languages, and of Modern Literature.

The principles of the projection of Maps—Orthographic, Stereographic, Globular, Mercator's Conical.—Tides—general principle of Cotidal lines.—Climate—Seasons—Isothermal lines—Distribution of the Human Race, of Plants and Animals.—Mountains, Rivers, &c., of the Globe.—British Geography—Productions and Manufactures of the counties of England—British Colonies and Dependencies.

English Grammar.

Classes III. and IV.

Old Testament History.—Prophecies relating to our Saviour.—Gospel History.—Connexion of the Old and New Testaments.

Articles I. to XXI. with Scripture proofs.—History of the Creeds.—State of the World at the Coming of Christ.—Lives of the Apostles and their Companions.—Church History from 1 to 325.—Six Œcumenical Councils, and Heresies condemned by them.—Early British and Saxon Churches.—Growth of Papal dominion and corruption.

English History.—Sketch of the History of the Anglo-Saxon and English languages (*3rd Class only*).

General principles of the projection of Maps.—Tides.—Climates.—Seasons (*3rd Class only*).—Mountains and Rivers.—British Geography.—Productions and Manufactures of England, &c.—British Colonies and Dependencies.

English Grammar.

Classes V. and VI.

Historical Books of the Old and New Testament.—Ramsay on the Catechism.—History of England to Henry VIII.—English Parsing.—Geography.

Latin Classes.

I. Cæsar I., 1 to 30.—The passages from Cæsar and Tacitus relating to Britain contained in '*Fasciculus Primus.*'—Latin Exercises, Arnold's 3rd book, Ex. 1 to 30.—Anderson, Mayne, Lucas, Bond.—The remainder from 1 to 20.—Greek Testament, St. John I. to

II. Cæsar I., 1 to 30.—Exercises 'Henry's Second' and 'Third Book.'
III. Greek, History from Historia Antiqua.
IV. First five periods of Roman History, from ditto. — Henry's 'Second Book.'
V. Henry's first book.

SYLLABUS OF MATHEMATICAL SUBJECTS.

Class I.

Subjects.

Arithmetic, as usual.

Mechanics.—Text-book, 'Tate's Exercises on Mechanics.' The Examples in Work to the end of the Steam Engine. Machines; comprising the Lever, Pulleys, Wheel and Axle, simple and compound. Inclined Plane. Application of the principle of Moments to estimating the stability of Embankments and Revêtement Walls. Pressure on Flood-gates. Hydrostatic Press. Specific Gravities, Elementary Dynamical Problems, &c. &c.

Algebra—to the end of Equations of a higher kind. Cardan's solution of a Cubic, unlimited Problems, Roots of Binomial Surds, the Progressions, &c. &c. Equations whose roots are in arithmetical, geometric, harmonic progression.

Analytical Geometry.—Problems on Straight Line, the Circle, Parabola, Ellipse; principles of Parabolic Reflectors, &c.

Trigonometry, Plane—to the end of solution of third case in oblique $\angle$ d Δ s, with the Logarithms found for seconds—formulæ such as

$$\begin{matrix}\text{Sin}\\ \text{Cos}\end{matrix}(A \pm B);\ \text{Sin}\,A = \frac{\text{Tan}\,A}{\sqrt{1 + \text{Tan}^2 A}},\ \&c.\ \&c.$$

Trigonometry, Spherical.—Principal properties of spherical triangles. Napier's rules and the principal formulæ proved, such as

$$\text{Cos}\,A = \frac{\text{Cos}\,a - \text{Cos}\,b\ \text{Cos}\,c}{\text{Sin}\,b\ \text{Sin}\,c},\ \&c.$$

Euclid.—1st and 2nd Books, and first six propositions in Book VI.

Astronomy—as last year, with methods of Measuring Time, Refraction, Aberration, Parallax.

In the higher branches of Analysis and Natural Philosophy *Mayne* has read the Differential and Integral Calculus, their application to the Quadrature of Areas, Cubature of Solids, Centres of Gravity and Pressure, Moments of Inertia, High Statical Problems, Dynamics of a Point as far as Central Forces—and *Anderson* Simple Differentiation.

Class II

Subjects.

Arithmetic and Mechanics—as in the First Class.

Algebra.— Elementary Subjects, Equations to end of Quadratics, Progressions.

Euclid—Books I. and II.

Trigonometry—to the end of the 2nd case of $\angle$ d Δ s, simpler examples than in the First Class.

Astronomy—as in the First Class.

CLASS III.

SUBJECTS.

Arithmetic.
Elementary Algebra.
Mechanics.—Simple examples on the principles of Work.

The first class in Greek is composed of 7 students, who read the Greek Testament. The lessons in Greek are voluntary; but Mr. Coleridge speaks of them as perhaps the most interesting and satisfactory of all the lessons said in the institution.

The Institution having been during the last year deprived of the services of the Rev. Thomas Helmore, in the office of Vice-principal, by his appointment to Her Majesty's Chapel Royal, he has been succeeded by the Rev. Samuel Clark, B.A., of Magdalen Hall, Oxford.

Progress of the Students in the Art of Teaching.

During the first week of my inspection an opportunity was afforded me of being present at a lesson given in the practising-school of the college, or in the Chelsea model-school, by each of that class of students, 26 in number, who are in the last six months of their residence. Of these lessons I recorded my impressions at the time. I moreover proposed questions to the students, to be answered in writing, on the art of teaching. The answers to these questions and my notes on the teaching of each student, constitute the data furnished me on which to found an opinion as to the success with which the peculiar and distinctive objects of this institution, as a place for the study of the art of teaching, have been realized. In a knowledge of the art of teaching I understand to be included, first, the knowledge, in respect to each element of instruction, of the best means of simplifying it to the intelligence of children; secondly, practised skill and aptitude in placing each before a class of children under that form which has been determined upon as the simplest; thirdly, the power of fixing the attention of the class on the subject thus presented to it, keeping it in a state of healthful activity, and drawing out the intelligence of the children as to the subject-matter of the lesson by a rapid examination. In respect to the first and last of these, I can record no favourable result; I do not find that there has been any special or systematic study of the subjects taught in the institution *as subjects of elementary instruction.* Of the two aspects under which the studies of such a place naturally present themselves, that in which the students acquire knowledge *for themselves,* and that in which they acquire it to teach to others, I find but few traces of the latter. They appear to have learned but little in the light of that which they have to teach.

My notes of the lessons at which I was present are full of records of a tendency to travel out of the sphere of the intelligence of the

children, and to bring before them the subjects taught, under forms unsuited to their years, and foreign to their interest. In this, and at other training institutions, I have moreover observed a want of vivacity and energy in examination. The vagrant thoughts of the children constitute the chief obstacle a master has to contend with in teaching them. This unsettled state of the mind in children, the skilful master—knowing it to be proper to their years—rather seeks to turn to his use than to contend with. To keep alive the interest of the children in the lesson, he varies it by frequent examinations; his questions follow in a rapid succession; they tend to a drawing out of the reason rather than the memory, and he shifts continually the point of view in which his subject is presented, giving prominence to those features of it by which it is related to things familiar to the children themselves. All that he does is founded on a careful study of the characteristics of childhood, and a just appreciation of them. He has carefully observed the ways of the children, and the efforts they make to reflect, reason, and understand. Of the knowledge he has thus acquired he avails himself to command their attention; and when this fails, he calls the sympathy of numbers to his aid, or throws in the element of emulation. Warming with his task, the interest he feels passes to the children, and the whole group glows with the desire to know. The new condition thus induced in the mind of each individual child whilst the lesson lasts is not of necessity transient—the lesson is repeated daily; it becomes, therefore, a state of mind in some degree habitual.

In respect to that element of successful teaching which consists in a firm and collected manner, a full command of language, a due knowledge of the subject-matter of the lesson, and practised facility in communicating it, I can bear a far more favourable testimony to the efforts of these youths at this than at any previous examination. I observe, moreover, more common sense in selecting subjects proper to the instruction of children, and a more patient and faithful way of dealing with their intelligences, than heretofore.* Young as they are, it is but due to them to say that their efforts as teachers will bear a very favourable comparison with those of any other institution which I have visited; and in what I have spoken of as yet wanting, it is not to the standard of that which has yet been accomplished that I refer them, but to the standard of that which this institution is capable of accomplishing. I should be misunderstood if, in pointing out what more remains to be done, I were supposed to imply that what they have already accomplished did not reflect credit upon them.

In an institution likely to exercise so powerful an influence

* I am informed that the students have constituted amongst themselves a society for mutual improvement in the art of teaching.

as this over the destinies of education, it is impossible not to desiderate the more exclusive dedication of one department of its course to this its distinctive and peculiar object, and the action upon it of some powerful mind.

Questions proposed to the Students.

I have appended to this Report copies of the questions which I proposed to the students to be answered in writing (Appendix B.) In framing these questions I have limited myself to the subjects tendered for examination, except that in the Latin paper I have given a passage not included in the first thirty chapters of the first book of Cæsar.

The questions which I have put in each subject are more numerous than at any previous examination; but I have formed them into sections, each containing three, and required that only *one* question should be answered in each section. By this arrangement, whilst I have made the examination easier to the students by affording them a greater opportunity for selection, I have guarded against their limiting their attention to one class of questions, and reserved to myself the same power as before to judge of the surface which their knowledge has been made to cover.

I have recorded in a table annexed to this Report (Appendix C.) the estimate I have formed of the merits of the answers given to these questions by those students, twenty-six in number, who are in the last six months of their residence. The letter A indicates that in respect to its essential elements the question has been correctly answered. The letter B, that something is wanting to the completeness or to the correctness of the answer. The letter C indicates various degrees of merit inferior to that represented by B.

The numbers at the head of the columns are those by which the students are severally distinguished in the class lists of the Institution. That student who is thus designated by the number 8, completed the prescribed course of instruction three years since. After having been occupied for the greater part of that time as an assistant schoolmaster, he had recently returned to the Institution. He has since been placed in charge of the National School of Upper Chelsea. The manner in which he has acquitted himself at this examination shows that to the knowledge he acquired here he has since added greatly. From the nature of his occupations it is certain that this cannot have been achieved except by industry and perseverance; and it testifies not a little to the character of the instruction he had received that it has created in him a love of knowledge so sincere and so abiding.

I have recorded by the letters A, B, C, at the head of this table, the impressions I have received of the spelling and penmanship of each student from a perusal of his papers, and also of the

general character of his mental culture and literary attainments. Having, moreover, heard each read,* and each teach a class in the practising school, I have recorded, by the aid of the same letters, the estimate I was led to form of the respective merits of these efforts.

The reading of the students is, generally, remarkable for justness of expression, often for great feeling. In no other respect do the humanizing influences of the course of instruction they have received seem to me more apparent. With a very few exceptions, they spell correctly. In respect to the general character of their mental culture and literary attainments, so far as these may be judged of from the papers before me, there are great and remarkable contrasts. The Institution is not without its share of youths of limited capacity and slight attainments. On attainments thus inadequate it is, however, probable that, in the cases to which I refer, more labour and pains have been bestowed than on those of students in respect to whom the course of instruction has been most successful. A more careful selection of the students admitted, had the opportunity for it been afforded, would have spared them this disappointment, and the cause of education so great a loss.

It is a more agreeable task to me to speak of that class of students whose attainments do justice to the instruction they have received. The exercises of those indicated by the numbers 8, 76, 73, and 92, appear to me to be of great promise.

The students may be described as, generally, well versed in Scriptural Knowledge and in Ecclesiastical History, and in the doctrines of the Church of England as set forth in her Catechism and Articles. In no other subjects have they answered so satisfactorily. In English History they have acquitted themselves well. In the selection of the questions, and the method of answering them, I have nevertheless perceived a tendency to dwell upon those features of history which are comparatively unimportant. This tendency, which has not disappeared under the influence of the superior course of instruction given *here*, is the decided characteristic of the knowledge of history to be found in our elementary schools. Beyond the succession of our sovereigns, all that a National-school boy will be found to have recollected of history is, perhaps, the tale of King Canute and his courtiers, of the death of William Rufus, or of Wat Tyler and Guy Fawkes. These are things which have somewhat in common with those which are daily passing under his own observation, and which are familiar to his thoughts, and hence they derive an interest to him which throws all the rest into the shade, and engrosses his conception of the subject. This fact, of which everybody accustomed to examine

* The book used was Milton's 'Paradise Lost.'

children in such matters must, I think, have had experience, appears to me to suggest another form of elementary instruction in history than that usually adopted in our schools, and to make it worthy of consideration whether the dry outline of the subject might not with propriety be left to the teaching of chronological charts and other similar expedients, and *readings* in history devoted more especially to pictures of the social condition of the people in its several periods. A child would be more likely to be interested in knowing about the people who formerly inhabited our country —things of like nature with those which are of daily occurrence to himself—than in the history of events which by their very magnitude are placed without the sphere of his sympathies, and in the biography of kings and queens, whose very existence he finds it difficult to realize. Whilst there would be more interest to the mind of a child in history under this form, and greater simplicity, it will readily be admitted that there would be more philosophy.*

So far as this Institution is concerned, any deficiency that may at present be found in the philosophy of history is likely to be fully supplied. The Principal has taken that subject into his own hands. I had the gratification to be present at one of a course of lectures which he had very recently commenced on Political Geography. Possessed, as every person acquainted with Mr. Coleridge must be, with a sense of the great ability which he would bring to the discussion of a subject such as this, I must confess that I was not prepared for the masterly development of it which this lecture presented to me. And I could not but feel sanguine of the destinies of elementary education, as connected with this Institution, could the constant action of such a mind as Mr. Coleridge's be brought to bear upon it in the treatment of subjects of this peculiar class.

In the separation of the office of Vice-principal from that of Precentor, and the entire devotion of the labours of the Vice-principal to its literary department, the Institution has made a great accession of strength. With extensive attainments in literature, the Vice-principal unites an intimate acquaintance with some important departments of experimental science; and an opportunity is thus afforded of adding to the course of instruction here, an element in which it is essentially wanting.

In its scientific department, although the progress of individual

* Another observation which I have made on the knowledge of history acquired in our elementary schools is that it is partial. The children rarely get beyond the reign of Henry VIII. If they know anything of the subject, it is that part which is apocryphal—the Roman and Anglo-Saxon periods, and perhaps the Norman Conquest and the Wars of the Roses. The link which binds it to "the present" is always wanting. Of no period is the ignorance so general and so complete as of that in which we live. To examine the children of a national school as to the principal events of the reign of Queen Victoria or King George III. would, I imagine, be the most certain way to perplex them. Surely it would be better to read history backwards.

students has been far greater than at any previous period, and the evidence of mathematical power is, in respect to these individual students, far more direct and conclusive, yet, looking at the results of my examination as to the *whole body of students,* it is obvious to me that scientific knowledge is *yielding its ground* in the Institution. Only seven of that class of twenty-six students who are about to enter on the office of schoolmaster have exhibited any knowledge whatever of mechanics and hydrostatics, and the like number of geometry. Of these last, only three have been able to solve correctly any of the easy propositions from Euclid which were placed before them. Their exercises in algebra are scarcely more satisfactory; and in solving the arithmetical questions proposed to them, I have observed that perpetual tendency to fall back upon algebraical methods of investigation which affords the most certain evidence of an imperfect acquaintance with the resources of arithmetic. A similar feebleness is apparent in their knowledge of astronomy and of those branches of geography which involve questions of physical science. I am at a loss to find an explanation of the deficiencies which I have pointed out.

They bear testimony to a very low state of mathematical and of general scientific knowledge.

In Experimental Philosophy, no means of information are afforded to the students, or in Natural History.

In the department of Vocal Music, the Institution has not been deprived of the valuable aid of the late Vice-principal, the Rev. Mr. Helmore, by his appointment to the Chapel Royal: he still fills the office of Precentor. At my request he has been obliging enough to favour me with a detailed account of the course of instruction in vocal music which has been pursued here with a success so remarkable and so generally appreciated. I have appended this important paper to my Report (Appendix D.) The task of examining the students in vocal music has been on this, as on previous occasions, obligingly undertaken by Mr. Sterndale Bennet, Professor of the Royal Academy of Music. It is gratifying to me to be able to record the favourable opinion of a musician of so much eminence.

I have appended, moreover, a Report from the Drawing Master (Appendix E.) Some of the drawings of the students are very beautiful.* The department in which they excel most is not however, perhaps, that—"object drawing"—which is most directly applicable to the business of elementary schools.

Summary.

I have always felt it to be a difficult and a responsible task to present to your Lordships the views I have been led to form of the

* Those who have acquitted themselves the best are indicated by the numbers 69, 75, 82.

tendencies and the progress of this Institution in its connexion with the great question of National Education. It is impossible, nevertheless, not to perceive in it elements calculated to exercise a powerful influence on the working out of that question. Its founders were men in earnest; they had a confidence in the principles they have embodied in it, and have laid its foundations deeply. Its system appears to me to be based in a profound sense of the sacredness of the office of the teacher, a just appreciation of its responsibilities, and a firm faith in its destinies. A solemn and a religious character pervades it. It is to be seen in the grave but gentle deportment and dedicated spirit of the students, the general good order maintained, apparently without effort, and a sense of duty everywhere present and operative. To this religious character of the place, of which every one who has had an opportunity to form an opinion in respect to it must, I think, have become conscious, the daily services of the chapel cannot but have contributed. Its influence in the formation of the character of the elementary schoolmaster is, in my judgment, *priceless.*

I am desirous that the expression of this opinion should be received without reference to those questions which at present divide the Church. My judgment has been formed, I trust, irrespectively of them, and it would ill become me to carry into the business of my inspection, or mingle up with my Report, any allusion to my own views in respect to them.

To the formation of that pervading character of the Institution in its moral and religious aspect, to the excellence of which I am prepared to bear an unqualified testimony, the judgment and ability with which its discipline is administered have, I doubt not, eminently contributed. It is evidently of an ameliorative character—formed on the study of the individual dispositions of the students, having for its object to *counterbalance* that which is evil by strengthening that which is weak and developing that which is good; punishments seem to have little place in it.

From its commencement, this Institution has affixed a high standard to the education of the elementary schoolmaster, and prescribed an elaborate course for it. It receives its students at an earlier age than any other,* and keeps them a longer time: it has thus placed itself in advance of the existing educational movement. In respect to its course of secular instruction, there appears to me, however, to be little to distinguish it from other schools of the upper and midddle classes, or as a place for the education of teachers rather than of any other class of persons. It has—like King's College or University College—a classical department, and a department of general literature, undertaken by

* Of 18 students admitted since my last inspection, 10 are but little more than 16 years of age.

the Principal and the Vice-principal, and a scientific department placed in charge of the mathematical tutor. Experimental science takes, however, no part in its course; nor has it any obvious development in the direction of practical knowledge, or the science of common things. Receiving its students at so early an age, its success, with reference to the purposes for which it was established, cannot, I think, be fairly judged of until a period of at least ten years shall have elapsed from its foundation. My own impression is, that it will by that time be found to have created a body of men grave, devout, earnest, and of a dedicated spirit; in remarkable contrast with the present race of elementary teachers—humble, of a patient and enduring spirit, and gentle dispositions. They will be men, I think, fond of study, and desirous of self-improvement. Whether, in the estimate they may have formed of the subjects proper to the education of the industrial masses of this country, or in the knowledge they may possess applicable to it, they will be found equal to the exigencies of the times, remains to be proved.

I have the honour, &c.,

HENRY MOSELEY.

To the Right Hon. the Lords of the Committee of Council on Education.

Appendix (A.)

No.	Class.	Standing at Christmas, 1846.		Age		Previous Education.	Acquirements at Time of Admission.	Premium, by whom paid.
		Yrs.	Ms.	Yrs.	Ms.			
8	1							
55	1	3	0	24	6	Private school	Chemistry—Arithmetic, to Decimals—English Composition.	Part self, part parents.
56	2	3	0	18	3	School in Guernsey . . .	French—Arithmetic, to Double Rule of Three.	Parents.
58	2	2	11	17	4	Private school	Writing—Arithmetic, to Cube Root.	Patron.
60	1	2	11	18	10	National school . . .	Arithmetic—History—Reading, &c.	Cambridge Diocesan Board.
64	2	2	10	18	0	National school	Arithmetic—History—English Grammar.	Patron.
65	1	2	9	17	10	Boarding school	Grammar—Arithmetic, to Interest, &c.	Parents.
67	2	2	8	17	3	An academy	Reading—Arithmetic, to Practice—Grammar.	Parents.
68	1	2	6	18	5	National school	Arithmetic, to Rule of Three, &c. .	Patrons.
69	2	2	6	18	9	British and Foreign school .	History—Geography—Arithmetic, to Fractions.	Essex Board of Education.
70	1	2	5	16	2	Private school	Arithmetic, to Rule of Three—Rudiments of Latin.	Parents.
71	2	2	5	19	0	Private school	Reading—Writing—and a little Arithmetic.	Patrons.
73	1	2	5	16	4	An academy	History—Latin, Virgil and Ovid—Arithmetic.	Friends.
75	2	2	5	21	4	National school	Music—Arithmetic, to Fractions .	Dean and Chapter of Lichfield.
76	1	2	5	17	8	National school	Algebra—Arithmetic	Half by National Society, and half by Leicester Board.
77	2	2	5	16	3	Diocesan school	Reading—Arithmetic, to Cube Root.	Patrons.
78	2	2	5	19	9	Diocesan school	Reading—Arithmetic—Music . .	Wells Board of Education.
80	1	2	5	17	4	Diocesan school	Reading—Arithmetic—Music . .	Wells Board of Education.
81	3	2	5	18	11	Diocesan school	Reading—Arithmetic—Music . .	Wells Board of Education.

APPENDIX (A.)—*continued.*

No.	Class.	Standing at Christmas, 1846.		Age.		Previous Education.	Acquirements at Time of Admission.	Premium, by whom paid.
		Yrs.	Ms.	Yrs.	Ms.			
82	2	2	5	17	6	Diocesan school	Reading—Arithmetic—Music . .	Wells Board of Education.
83	3	2	5	17	9	Boarding school	Arithmetic, to Interest—Rudiments of Latin.	Parents, £10 Exhibition.
84	2	2	5	17	0	National school	Arithmetic—Reading—Writing .	Parents.
85	1	2	5	18	7	National school	Music—Arithmetic, to Decimals—Latin Grammar.	Patron.
86	2	2	5	17	2	National school	Singing—Geography—Arithmetic, to Interest.	Parents.
87	2	2	4	17	9	Private school	Singing — Rudiments of Latin — Arithmetic.	Parents.
88	2	2	3	24	10	Private school	Geography—Arithmetic, &c. . .	Friends.
90	3	1	10	18	0	National school	History — Geography — and Arithmetic.	Bath and Wells Board.
92	1	1	10	15	11	National school	Arithmetic, to Decimals—Latin and Greek.	The late Archdeacon Bayley.
93	3	1	1	18	0	Commercial school . . .	Geography—History—Arithmetic — Instrumental Music (Organ).	Patron.
95	3	0	11	16	11	National school	Latin Grammar—Arithmetic, indifferent—English, &c.	Patron.
96	3	0	11	16	6	Workhouse school . . .	English Grammar—Latin, had read a little Virgil, &c.	Lord Grosvenor.
97	3	0	11	16	6	National school	English Grammar — Geography — History.	Patron.
99	3	0	10	16	4	National school	English Grammar — Geography — History—Arithmetic, to Fractions.	Parents.
100	4	0	11	16	3	Diocesan school	Geography—Arithmetic, &c. . .	Part by Essex Board, and part by J. Jeffrey, Esq.
102	3	0	11	17	4	Commercial school . . .	Algebra—Greek and Latin . . .	Part by Rev. A. J. Hanmer, and part by Society's Exhibition.

APPENDIX (A.)—*continued.*

No.	Class.	Standing at Christmas, 1846.		Age.		Previous Education.	Acquirements at Time of Admission.	Premium, by whom paid.
		Yrs.	Ms.	Yrs.	Ms.			
103	4	0	11	16	4	Private school	English Grammar—Arithmetic, &c.	Part by parents, and part by Bath and Wells Board.
104	3	0	11	16	4	National school	Rudiments of Latin — Arithmetic, &c.	By Miss Mure, Abbot Langley.
105	4	0	11	15	11	Boarding school	English Grammar — History — and Geography.	Bath and Wells Board of Education.
106	3	0	11	17	0	Commercial school . . .	Algebra—Arithmetic—Geography .	By parents.
107	4	0	9	16	4	Commercial school . . .	English Grammar — Arithmetic — Writing, &c.	By parents.
108	4	0	9	17	11	National school	English Grammar—Arithmetic .	By parents and National Society's Exhibition.
109	4	0	9	18	0	Commercial school . . .	Writing—Arithmetic—Sacred History.	By parents.
110	3	0	9	17	4	National school	A little Algebra—Arithmetic—Sacred History.	National Society's Free Exhibitioner.
111	6	0	7	15	9	Private school	Sacred History—Arithmetic, &c. .	By his mother.
112	6	0	6	16	6	National school	A little Arithmetic — Reading — Writing, &c.	Half by Rev. J. Haggitt, remainder by National Society.
114	5	0	4	18	9	Village school	Rudiments of Latin—Arithmetic—Writing, &c.	By friends.
116	5	0	4	16	0	National school	English Grammar—Geography, &c.	National Society's Free Exhibitioner.
117	5	0	4	14	9	St. Mark's Practising School .	A little Algebra and Latin—Arithmetic, &c.	St. Mark's Choristers' Exhibitioner.
118	5	0	4	16	5			
120	6	0	3	16	3	Commercial school . . .	Scripture History—Arithmetic, &c.	Part by friends, and part by National Society.
121	6	0	2	22	11	Welsh grammar-school . .	(Knows but little of the English language).	Welsh Exhibitioner.

Appendix (B.)

SCRIPTURAL KNOWLEDGE.

(*One Question only is to be answered in each Section.*)

Section I.

What events are associated with the following dates?

1. 249 B.C.—2. 1921 B.C.—3. 515 B.C.

Section II.

What events are associated historically with the following places?

1. Hebron.—2. Jabesh Gilead.—3. Tahapanes.

Section III.

Give some account of the Reign of one of the following Kings:—

1. Saul.—2. Jehoshaphat.—3. Josiah.

Section IV.

1. Explain the following passage: "And he shall stand before Eleazar the Priest, who shall ask Counsel for him after the Judgment of Urim before the Lord."—Numbers, xxvii. 21.

2. What is known from Scripture of the life of Isaiah?—What Miracle is recorded of him?—What is the Tradition in respect to his Death?

3. What fulfilled prophecies of Isaiah, other than those having reference to the Messiah, are the most remarkable?

Section V.

What Prophecies have reference—

1. To the Divinity of the Messiah?—2. To the circumstances of His Birth?—3. To His Offices.

Section VI.

1. By which of the Evangelists is the Divinity of our Lord chiefly asserted? On the authority of which of the Fathers is this believed to have been in opposition to a prevalent Heresy? What Heresy?

2. Mention some of the events in the Gospel Narrative which are related exclusively by one of the Evangelists.

3. Relate the Miracle of the Curing of the man sick of the Palsy at Capernaum.

Section VII.

1. Now when John heard in the prison the works of Christ he sent two of his disciples,

> And said unto him, Art thou he that should come, or do we look for another?
>
> Jesus answered and said unto them, Go and shew John again these things which ye do hear and see:
>
> The blind receive their sight, and the lame walk, the lepers are cleansed, and the deaf hear, the dead are raised, and the poor have the Gospel preached unto them.—St. Matthew, xi. 2–5.

In what respects are the words of Our Lord in this passage an answer to the inquiry of John?

2. "He that should come."—Matt. xi. 3. Give parallel passages to this. To what prophetical name does it refer?

3. Verily I say unto you, among them that are born of women, there hath not arisen a greater than John the Baptist; notwithstanding he that is least in the kingdom of heaven is greater than he.—St. Matt. xi. 11.

Explain this passage.

SECTION VIII.

1. What facts are recorded of St. Peter in the Acts of the Apostles?

2. On what passages of the Acts of the Apostles is the chronology of that book founded, and in what way?

3. Give an example of "undesigned coincidence" between the Epistles of St. Paul and the Acts of the Apostles, and state concisely Paley's argument founded thereon.

SECTION IX.

What, according to the doctrine of the Church, is God's method in the salvation of a sinner?

CHURCH HISTORY.

SECTION I.

1. In what respects does the world appear to have been prepared for the Advent of the promised Messiah?

2. Account for the general rejection of the Messiah by the Jewish nation.

3. What two fundamental propositions in respect to the propagation of the Gospel has Paley established in his 'Treatise on the Evidences of Christianity'?

SECTION II.

1. Write the Names of the principal Fathers of the three first centuries in Chronological Order.

2. Give some account of the Life and Writings of St. Ignatius.

3. What were the Heresies against which the Councils of Nice, Constantinople, Ephesus, and Chalcedon, were severally held?

SECTION III.

1. What part was taken by the early British Church in the Conversion of the Anglo-Saxons? What inference do you draw from the answer to this question?

2. Give some account of the superstitious worship of the Virgin Mary in the Church of Rome, and of the falsehoods by which it is kept up.

3. Give examples of the superstitious practice of self-tormenting in the Church of Rome? Of what Pagan worship does it form a part? From what system of Philosophy does it appear to have been derived?

SECTION IV.

Give the dates of—

1. The Diet of Worms.

2. The Publication of Tyndale's Translation of the New Testament into English.
3. The first publication of the Common Prayer.

SECTION V.

1. What is the character of Wicliffe's version of the Scriptures? What evidence have we of the manner in which copies of it were multiplied, and of its reception by the people?
2. What is the history of the Catechism?
3. Describe the last days of Dr. Rowland Taylor.

SECTION VI.

1. In what respects did the Second Book of Edward VI. differ from the First?
2. What Protestant Liturgies had been published before the Second Book of Edward VI. was compiled, and in what respects have they been imitated in our Book of Common Prayer?
3. "When we assemble and meet together to render thanks for the great benefits we have received at His hands, to set forth His most worthy praise, to hear His most holy word, and to ask those things which are requisite and necessary as well for the soul as the body."

To what parts of the Service do these clauses in the Exhortation severally refer?

SECTION VII.

Write down the Tenth Article, explain it and establish its truth on the authority of Scripture.

ENGLISH HISTORY AND THE HISTORY OF ENGLISH LITERATURE.

SECTION I.

Give the dates of the following events:—

1. The accession of Henry VIII.—2. The death of Charles I.—3. The accession of George III.

SECTION II.

1. Give some account of the last years of the reign of Henry III.
2. In what reign was the poll-tax first levied, and with what results?
3. Under what circumstances was Richard II. dethroned?

SECTION III.

1. Under what circumstances did the disputed succession between the Houses of York and Lancaster commence, and in what terminate?
2. Who were the husbands of Mary Queen of Scots? What claim had she to the English throne?
3. Relate shortly the principal events in the life of Charles I. after the battle of Naseby.

SECTION IV.

1. Under what circumstances did the House of Hanover succeed to the throne?
2. What were the principal naval engagements fought during the reign of George III., and who were the commanders?

3. Under what circumstances was the province of Bengal conquered by the British?

SECTION V.

1. Who is the first known Anglo-Saxon writer? In what language did he write? What is the earliest existing specimen of the Saxon tongue?

2. Through what successive stages has the Anglo-Saxon passed in its transition to the English of the nineteenth century?

3. Who were the great poets of the fourteenth century in England and in Italy, and what were their works?

SECTION VI.

1. Give some account of the life and writings of Sir Thomas More.

2. Who were the great English writers of the time of Queen Elizabeth, and what were their principal works?

3. Give some account of the character of the Elizabethan literature.

SECTION VII.

Give some account of the writings of—

1. Lord Bacon—2. Dr. Jeremy Taylor—3. Sir Thomas Brown.

SECTION VIII.

Write down a passage from the writings of one of the following poets, specifying where it is to be found:—

1. Milton.—2. Thomson.—3. Wordsworth.

ENGLISH GRAMMAR.

SECTION I.

1. Define the following terms:—A proposition, the subject of a proposition, its predicate and copula.

2. What part of speech is that which can by itself form the predicate of a proposition, but cannot by itself form the subject of one? Illustrate this definition by means of an example.

SECTION II.

1. What part of speech is that which, not being the name of an object, is nevertheless capable of forming either the subject or the predicate of a proposition?

2. Explain the meanings of the words *strong* and *weak* as applied to the conjugations of verbs, and give examples of their application.

SECTION III.

Give examples of compound words formed—

1. By substantives preceded by verbs; 2. By adjectives preceded by adjectives; 3. By adjectives preceded by verbs.

SECTION IV.

1. Explain the following sentence, and parse it:—"This is a discovery of Sir Isaac Newton's."

2. Give the derivations and meanings of the following words:—Infant, me-thinks, surreptitious, fardel, cyclopædia.

Section V.

1. Give the derivations of the words printed in italics in the following sentence:—*Genius!* That power which *constitutes* a *poet;* that *quality* without which *judgment* is cold, and knowledge *inert;* that *energy* which *collects*, *combines*, *amplifies*, and *animates*.

2. Define the terms "ellipsis" and "pleonasm," and give examples of their application.

Section VI.

Write a paraphrase of the following passage, and parse the words printed in italics:—

Hail, holy Light! Offspring of Heaven *first-born*,
Or of the *Eternal* co-eternal *beam*,
May I *express* thee *unblamed*? Since God is light,
And never but in unapproached light
Dwelt from eternity, *dwelt* then in thee,
Bright effluence of bright essence increate.

Method.

1. Having a class-room, and an assistant master, what organization would you adopt in a school of sixty boys, what subjects of instruction would you recommend, and what hours would you devote to them?

2. Write down a Bible lesson on the Parable of the Sower in the words in which you would address it to a class in your school.

LATIN.

Classes I. and II.

Translate the following passages into English:—

(19.) Quibus rebus cognitis, cum ad has suspiciones certissimæ res accederent; quod per fines Sequanorum Helvetios transduxisset; quod obsides inter eos dandos curâsset; quod ea omnia, non modo injussu suo et civitatis, sed etiam inscientibus ipsis, fecisset; quod a magistratu Æduorum accusaretur; satis esse causæ arbitrabatur, quare in eum aut ipse animadverteret, aut civitatem animadvertere juberet. His omnibus rebus unum repugnabat, quod Divitiaci fratris summum in populum Romanum studium, summam in se voluntatem, egregiam, fidem, justitiam, temperantiam, cognoverat: nam, ne ejus supplicio Divitiaci animum offenderet, verebatur. Itaque, prius quam quidquam conaretur, Divitiacum ad se vocari jubet, et, quotidianis interpretibus remotis, per C. Valerium Procillum (principem Galliæ Provinciæ, familiarem suum, cui summam omnium rerum fidem habebat) cum eo colloquitur: simul commonefacit, quæ ipso præsente in concilio Gallorum de Dumnorige sint dicta; et ostendit, quæ separatim quisque de eo apud se dixerit. Petit, atque hortatur, ut, sine ejus offensione animi, vel ipse de eo, causâ cognitâ, statuat, vel civitatem statuere jubeat.

(14.) Compluribus diebus iisdem in castris consumtis, cum propius accessisse legiones, et C. Trebonium legatum, cognovissent; duces Bellovacorum, veriti similem obsessionem Alesiæ, noctu dimittunt eos, quos aut ætate aut viribus inferiores, aut inermes habebant, unâque reliqua impedimenta: quorum perturbatum et confusum dum explicant agmen (magna enim multitudo carrorum etiam expeditos sequi Gallos

consuevit), oppressi luce, copias armatorum pro suis instruunt castris; ne prius Romani persequi se inciperent, quam longius agmen impedimentorum suorum processisset. At Cæsar neque resistentes aggrediendos, neque cedentes tanto collis adscensu lacessendos, judicabat; neque non usque eo legiones admovendas, ut discedere ex eo loco sine periculo barbari, militibus instantibus, non possent: ita cum paludem impeditam a castris castra dividere (quæ transeundi difficultas celeritatem insequendi tardare posset), atque id jugum, quod trans paludem pæne ad hostium castra pertineret, mediocri valle a castris eorum intercisum, animadverteret; pontibus palude constratâ, legiones transducit, celeriterque in summam planitiem jugi pervenit: quæ declivi fastigio duobus ab lateribus muniebatur. Ibi legionibus instructis, ad ultimum jugum pervenit: aciemque eo loco constituit; unde tormento missa tela in hostium cuneos conjici possent.

Classes III. and IV.

Translate the following sentences into English:—

Is labor utilis est, qui auctori laudem fert, aliis utilitatem. Quid fers manu, mi fili? Pecuniam et vasa refero, quæ fur e domo nostrâ nuper abstulerat. Hunc ego dolorem æquo animo ferrem, nisi gravior esset, quam ut ferri omnino possit. Fer opem miseris, et vide, ne te sero lati auxilii pœniteat. Factum est æquitate Aristidis, ut summum imperium a Lacedæmoniis transferretur ad Athenienses. Miseret me tui, quod tanta tibi injuria illata est, quantam inferre cuiquam nisi audacissimus homo non potuit. Sed tamen majorem laudem merebere, æquo animo ferendo injuriam, quam ulciscendo. Tollite et auferte hæc subsellia: ablata in porticu collocate. Cæsari militum ordines circumequitanti nuntius affertur, hostem adesse et horribili sublato clamore castris appropinquare. Nihil igitur differendum impetum ratus, instructâ acie signa in hostem tulit.

Marcus Cato puer in domo avunculi sui, Drusi, tribuni plebis, educebatur. Quum apud eum socii de civitate impetrandâ convenissent, et Quintus Poppedius, Marsorum princeps, eum rogaret, ut socios apud avunculum adjuvaret, constanti vultu respondit, non facturum se. Iterum deinde et sæpius rogatus, in proposito perstitit. Tunc Poppedius puero in altissimam ædium partem sublato minatus est, se eum inde dejecturum, nisi precibus obtemperaret. Sed Cato ne hac quidem re ab incepto depelli potuit. Ita Poppedio vox illa expressa est: Gratulemur nobis, socii, hunc esse tam parvum: quo senatore ne sperare quidem civitatem liceret. Sic ea constantia, quam postea per totam vitam ostendit, jam in puero Catone apparuit.

Translate the following passages into Latin:—

He says that he does not understand. It is disgraceful to break one's word. He is admiring those perpetual fires which we call stars. He was pretending to be mad that he might not be banished. I ask you to do this. Religion warns us never to break our word. Do we not owe very much to our parents? It makes a great difference whether death be a perpetual sleep or the beginning of life. Ought we not to have obeyed the laws of our country? It was owing to you that my life was not taken away by Caius.

ARITHMETIC AND ALGEBRA.

The Questions in Arithmetic are, if possible, to be solved, recourse being had to no other Rules than the first four of whole numbers and fractions.

Section I.

1. Find a fourth proportion to the numbers 0·45, 0 8, 0·367.
2. Reduce 0·0005666′ to its equivalent fraction.
3. Investigate a rule for setting a Multiplication sum so that the answer may be readily verified by inspection.

Section II.

1. By selling an article for 6*s.* 8*d.* I lost $\frac{2}{7}$ of what it cost me. What did it cost me?
2. At what rate per cent. (simple interest) will 250*l.* amount to 300*l.* 12*s.* 6*d.* in $4\frac{1}{2}$ years?
3. What sum will amount to 57*l.* 17*s.* $7\frac{1}{2}$*d.* in 3 years, at 5 per cent. compound interest?

Section III.

1. If 60 yards of Holland cost 18*l.*, how must I sell it per yard to clear 8 per cent.?
2. A debt of 1000*l.* is to be discharged by monthly payments of 50*l.* If it were proposed to pay the whole of this sum at once, when should the payment be made?
3. A bookseller purchases the copyright of a book for 40*l.*, and pays for the printing, paper, binding, &c., of 1000 copies, 45*l.* If he should sell 100 copies a-year at 3*s.* each, what would he gain per cent., allowing 5 per cent. compound interest?

Section IV.

Solve the following Equations:—

1. $$\frac{x-3}{x+2}=\frac{1}{2}+\frac{x-3}{2x-1}$$

2. $$\sqrt{x+48}+\sqrt{x+9}=13$$

3. $$\begin{cases} x+y=a \\ x^3+y^3=b \end{cases}$$

Section V.

1. Investigate an expression for the sum of a series in Arithmetical Progression.
2. Extract the square root of $2+\sqrt{3}$.
3. Given the first term, the last term, and the number of terms of a series in Geometrical Progression. Investigate an expression for the sum of the terms.

Section VI.

1. I take a number, multiply it by $3\frac{3}{7}$, take 60 from the product, multiply the remainder by $2\frac{1}{2}$, and after this subtract 30, when nothing remains. What is the number?
2. There is a number consisting of three digits which are in Arithmetical Progression. If the number be divided by the sum of its digits, the quotient is 48; and if 198 be subtracted from it, a number will be obtained consisting of the same digits, but in an inverted order. What is the number?

3. A person buys 124 head of cattle—pigs, goats, and sheep—for 400*l.* Each pig costs 4*l.* 10*s.*, each goat 3*l.* 3*s.* 4*d.*, and each sheep 1*l.* 5*s.* How many were there of each kind?

SECTION VII.

1. Solve the Equation—

$$x^3 + ax + b = o$$

and investigate the conditions under which the roots are possible.

2. Approximate by the method of continued fractions to the value of

$$\frac{587}{1943}$$

and show, generally, that, in such a series of fractions, the approximating values are alternately greater and less than the true one.

3. A sum of £*a* having been borrowed, £*b* are re-paid annually, partly as interest at £*r* per cent. upon the remaining debt, and partly in liquidation of it. In how many years will the debt be paid off?

GEOMETRY AND TRIGONOMETRY.

SECTION I.

1. All the interior angles of any rectilineal figure, together with four right angles, are equal to twice as many right angles as the figure has sides.

2. Equal triangles, upon equal bases in the same straight line, and towards the same parts, are between the same parallels.

3. If the square described upon one side of a triangle be equal to the sum of the squares described upon the other two sides of it, the angle contained by these two sides is a right angle.

SECTION II.

1. To divide a straight line, so that the rectangle contained by the whole and one of the parts shall be equal to the square of the other part.

2. In every triangle the square of the side subtending either of the acute angles is less than the squares of the sides containing that angle by twice the rectangle contained by either of those sides, and the straight line intercepted between the acute angle and the perpendicular let fall upon it from the opposite angle.

N.B. The first case only of this proposition is to be proved.

3. The sides about the equal angles of equiangular triangles are proportionals.

SECTION III.

1. From one extremity of the base of an isosceles triangle a straight line is drawn perpendicular to the opposite side; show that it makes with the base an angle equal to one-half the vertical angle of the triangle.

2. Show that, if from the point of bisection of either of the sides of a triangle a straight line be drawn parallel to the base, the area of the triangle cut off by it will be equal to one-fourth the area of the whole triangle.

3. A rectangular field of a given area is to be enclosed from the waste on the banks of a stream which supplies the place of a fence

for one of its sides: show that the least length of fencing will be required for the other three sides, when that which is parallel to the stream is double the length of either of the others.

SECTION IV.

1. $$\text{Cos}\,(A + B) = \text{Cos}\,A\,\text{Cos}\,B - \text{Sin}\,A\,\text{Sin}\,B$$

2. $$\text{Cos}\,A = \frac{\text{Cot}\,\frac{1}{2}A - \text{Tan}\,\frac{1}{2}A}{\text{Cot}\,\frac{1}{2}A + \text{Tan}\,\frac{1}{2}A}$$

3. $$\text{Tan}\,(45^\circ + \tfrac{1}{2}A) = \frac{\text{Cos}\,A}{1 - \text{Sin}\,A}$$

SECTION V.

1. In any plain triangle

$$\text{Sin}\,\tfrac{1}{2}A = \sqrt{\frac{(S - b)\,S - c)}{b\,c}}$$

2. In any spherical triangle

$$\text{Cos}\,a = \text{Cos}\,b\,\text{Cos}\,c + \text{Cos}\,A\,\text{Sin}\,b\,\text{Sin}\,c$$

3. In any spherical triangle

$$\text{Tan}\,\tfrac{1}{2}\,(a - b = \frac{\text{Sin}\,\frac{1}{2}\,(A - B)}{\text{Sin}\,\frac{1}{2}\,(A + B)}\,\text{Tan}\,\tfrac{1}{2}\,c$$

SECTION VI.

1. At what rate is a place in 45° N. latitude carried per hour by the diurnal revolution of the earth?

2. The height of the Peak of Teneriffe is 12,172 feet; at what distance at sea would it appear under an angular elevation of 13° 17′?

3. By what means can the distance from one another of two remote objects C and D be determined by observations taken from stations A and B, whose distance from one another is known, and whence the objects C and D are visible?

SECTION VII.

1. Trace the line whose equation is

$$y = \quad - a\,x + b$$

2. Investigate the polar equation to a parabola.

3. Investigate the equation to an ellipse referred to any conjugate diameter.

SECTION VIII.

1. The distances from one another of three objects in the same horizontal plane, but not in the same straight line, being known, I observe the angles they make with one another from a distant point in the same plane; how can the position of this point, in respect to them, be determined, 1st, by construction, and 2ndly, by calculation?

2. If $$\text{Tan}\,y = \frac{n\,\text{Sin}\,x}{l + n\,\text{Cas}\,x}$$

Show that

$$y = n\,\text{Sin}\,x - \tfrac{1}{2}\,n^2\text{Sin}\,2\,x + \tfrac{1}{3}\,n^3\text{Sin}\,3\,x -, \&c.$$

3. Investigate the general equation to the surface of an oblique cone on a circular base, and the equation to the intersection with it of a plane passing through the centre of the base, showing under what circumstances the section is a circle, a parabola, an ellipse, or a hyperbola.

MECHANICS AND HYDROSTATICS.

Section I.

1. A rope, each foot of which weighs 6 lbs., and which has suspended from its extremity a weight of half a ton, is to be raised from a depth of 60 fathoms in 4 minutes. How many horses' power must be employed in raising it?

2. How many bushels of coals must be expended in a day of 24 hours in raising 150 cubic feet of water per minute from a depth of 100 fathoms—the duty of the engine being 60 millions?

3. The piston of an engine is 3 feet in diameter; the length of the stroke is 6 feet, and 6 strokes are made per minute; under what effective pressure must the engine work that it may yield 75-horse power upon the piston?

Section II.

1. A rod 16 feet long is of uniform thickness, and weighs 13 lbs.; a weight of 25 lbs. is suspended from one extremity, and one of 9 lbs. from the other extremity. On what point will it balance?

2. A stone is let fall from the top of a tower, and one second afterwards another stone is let fall from a window distant 100 feet below the top. When and where will the one stone overtake the other?

3. A train weighing 50 tons is impelled along a horizontal line by a constant pressure of 410 lbs.; what space will it have described in the first 10 minutes of its motion?

Section III.

1. There is a water-wheel which is worked by a stream whose section is 2 feet by 3, and its mean velocity 2 feet per second. The fall is 15 feet, and the modulus of the wheel ·6; it is used to raise water from the upper level of the stream to a height of 40 feet above it. How many cubic feet will it raise per minute?

2. Steam is admitted into the cylinder of an engine whose stroke is 10 feet, at a pressure of 34 lbs. per square inch, and cut off at one-fourth the stroke. How many units of work will it do per stroke on each square inch of the piston?

3. A weight of 1 lb. is attached to the extremity of a string 3 feet long, which is made to perform 25 revolutions horizontally in 1 minute. What is the tension upon the string?

Section IV.

1. Show that the work accumulated in a moving body is equal to one-half its "vis viva."

2. A block of granite 50 feet long, $2\frac{1}{2}$ feet wide, and 1 foot thick, each cubic foot of which weighs 164 lbs., is supported in an inclined position, resting on its end, by means of a rope 60 feet long fastened to a point distant 3 feet from its top, and fixed to the ground at a distance of 25 feet from the point on which it rests. What is the tension on the rope?

3. A rectangular beam of given dimensions is allowed to fall over on its extremity from a vertical into a horizontal position. Investigate a formula determining the angular velocity it will acquire.

Section V.

1. What is the pressure upon the plug of a water-main 2 inches in

diameter, situated 100 feet beneath the surface of the reservoir which supplies the main?

2. What is the total pressure upon a flood-gate 36 feet high and 12 feet wide when the water reaches to its surface, and what is the pressure upon the lower half of the gate?

3. A body is to be drawn along a horizontal plane; investigate generally the best direction of traction, friction being taken into account.

Section VI.

1. There is a sluice 3 feet high and 1 foot wide, situated at 20 feet from the top of a flood-gate. What is the pressure upon this sluice when the water reaches to the top of the flood-gate, and where may a single horizontal pivot be placed so as to sustain it?

2. What are the general conditions of the equilibrium of a floating body?

3. A cylinder is allowed to roll down an inclined plane. Investigate a general expression for the velocity it will acquire.

Section VII.

1. Find the centre of gravity of a triangle.

2. Find the centre of gravity of any portion of a circular ring.

3. Investigate the moment of inertia of a sphere about an axis touching its surface, and find the time of oscillation of such a sphere when suspended from a thread of inappreciable thickness.

EOGRAPHY AND ASTRONOMY.

Section I.

By what familiar illustrations would you explain to a class in your school—

1. The Isolation of the Earth in space?
2. The Heat of tropical regions of the Earth?
3. The apparent Rotation of the Heavens?

Section II.

1. Why do the *time* of High Water and its *height* depend upon the age of the Moon; and why does it return twice in every twenty-four hours? What are Co-tidal Lines?

2. By what provision are the lengths of the Days and Nights of different *regions* varied throughout the year; and in what respects are the wisdom and goodness of God apparent in this provision?

3. What is meant by Mean Temperature, and what by Isothermal Lines? How are these related to Vegetation?

Section III.

1. In what parts of the world is the difference of the extreme Temperatures of Winter and Summer most remarkable? What remarkable contrast is there between the distribution of mean Temperature and that of extreme Summer heat, and in what respects are the wisdom and goodness of God apparent in it?

3. How does the proximity of a Sea-board, and the indentation of the land by Gulfs and Arms of the Sea, affect the Temperature, and for what reasons?

3. Why, beyond the tropics, do the Western Sea-boards of the great Continents enjoy a milder climate than their Eastern Sea-boards?

SECTION IV.

1. What Winds prevail in tropical regions, and what in higher latitudes? How would these Winds influence a navigator in shaping his course from Liverpool to Sydney and back? On what causes are they dependent?

2. What is meant by the Dew-point? Why does more rain fall in Mountainous than in Level Districts?

3. What is the nature and what are the objects of Mercator's projection of the sphere?

SECTION V.

1. Give some account of the central mountain system of Asia, and its dependent rivers.

2. What is the area of Great Britain, and what proportion of it is under cultivation?

3. What is the population of Great Britain, what proportion of it is employed in agriculture, and what in manufactures?

SECTION VI.

1. Where are the forests of Arden, Dean, and Sherwood?

2. Where are the vales of Blackmore, Clwyd, and Avon?

3. Give some account of the agriculture of Essex, Cheshire, and Hertfordshire.

SECTION VII.

1. What is that range of mountains known as the Pennine range?

2. What are the principal coal-fields of Great Britain, and what manufacturing districts are situated upon them respectively?

3. Enumerate the British West India Islands and the British possessions in America.

SECTION VIII.

1. Describe the apparent motions of the planet Venus, and account for the periodical variations in her brightness.

2. Why do not eclipses occur every month, and why do nearly similar eclipses return every nineteen years?

3. How has the distance of the Sun been measured, and how has it been discovered that the Earth's orbit is an ellipse?

SECTION IX.

1. Explain fully what is meant by parallax, and show that the region of the fixed stars is vastly distant as compared with the diameter of the earth's orbit.

2. What is that property of light which is called Refraction, to what law is it subjected, and what phenomena of the visible heavens result from it?

3. What is the phenomenon known as the Aberration of light, by what is it caused, and in what way does it serve to prove the annual revolution of the earth?

SECTION X.

1. What is the difference between mean solar and sideral time?

2. What is the difference between mean time and *apparent time?* Knowing the hour angle of the Sun, how can the mean time be calculated?

3. How may the sideral time be calculated from the observed altitude of a Star whose declination and right ascension are given?

Appendix (C.)

Numbers designating the Students.			8	55	56	58	60	64	65	67	68
Age (years)				24½	18¼	17⅓	18⅚	18	17⅔	17¼	18 5/12
Time in Institution (months)				36	36	35	35	34	33	32	30
Reading			A		A	A	A	B	A	A	A
Spelling			A	B	A	B	A	B	A	B	A
Writing			A	C	A	B	B	B	A	C	B
General character of mental culture and literary attainments			*A*	C	B	C	B	B	B	C	B
Skill, as a teacher			A*	A	A	B	A*	B	B	B	A
Scriptural Knowledge.	Sect. I.	1	..	..	B	..	..	A	..	A	A
		2	..	..	..	A*	A*	..	A	..	..
		3	..	A	..	..	..	..	..	..	..
	Sect. II.	1	C	C	C	..	..	..	..	..	..
		2	..	..	..	..	..	..	A	B	A
		3	..	..	..	..	..	..	..	..	..
	Sect. III.	1	..	A	..	C	*A*	C	B	B	A*
		2	A*	..	C	..	..	..	..	..	..
		3	..	..	..	..	..	..	..	..	..
	Sect. IV.	1	A	..	..	..	..	..	..	..	..
		2	..	C	..	..	A*	..	A*	A	A*
		3	..	..	..	..	..	..	..	..	..
	Sect. V.	1	..	C	..	C	..	..	..	C	..
		2	A*	..	..	..	..	B	..	..	A*
		3	..	..	C	..	..	..	*A*	..	..
	Sect. VI.	1	A	A	..	B	A*	..	A*	A	..
		2	..	..	C	..	..	..	..	..	..
		3	..	..	..	..	..	..	..	..	A*
	Sect. VII.	1	B	C	..	C	..	..	A	..	A*
		2	..	..	..	..	..	..	..	..	..
		3	..	..	..	..	..	..	..	..	..
	Sect. VIII.	1	..	B	..	C	..	..	A	B	A
		2	..	..	..	..	..	..	..	..	..
		3	C	..	..	..	..	..	..	..	..
	Sect. IX.	.	..	B	..	..	..	..	B	B	A
Catechism, Liturgy, Articles, and Church History.	Sect. I.	1	B	..	..	..	..	..	.	..	..
		2	..	B	A	A	..	C	B	B	A*
		3	..	..	..	..	B	..	..	..	..
	Sect. II.	1	..	..	..	..	..	..	..	..	..
		2	..	..	..	..	..	..	..	..	..
		3	*A	B	..	A*	*A*	C	A*	A	A*
	Sect. III.	1	..	..	..	..	A*	..	..	..	..
		2	..	..	..	..	..	..	B	..	A*
		3	B	..	..	..	..	..	..	..	..
	Sect. IV.	1	..	..	..	..	..	..	B	B	A
		2	..	..	C	..	..	B	..	..	..
		3	C	C	..	..	A	..	..	..	..
	Sect. V.	1	..	*A*	..	..	..	..	..	..	..
		2	B	..	..	..	..	..	B	..	..
		3	..	..	..	..	..	..	..	..	B
	Sect. VI.	1	..	..	..	..	A*	..	B	B	..
		2	..	..	..	..	..	..	..	..	..
		3	*A*	B	..	A	..	..	..	..	..
	Sect. VII.	1	..	..	..	..	A	C	A	A	A*
Art of Teaching	Question	1	..	C	B	B	..	..	C	C	B
	Question	2	..	B	B	..	A	..	B	C	A

APPENDIX (C.)

69	70	71	73	75	76	77	78	80	81*	82	83	84	85	86	88	92
18¾	16⅙	19	16⅛	21⅓	17⅔	16¼	19¾	17⅓	18 11/12	17½	17¼	17	18	17⅙	24⅚	15 11/13
30	29	29	29	29	29	29	29	29	29	29	29	29	29	29	27	34
A	A*	A	A*	B	A	A	A*	A	B	B	B	A	A	B	A*	A*
A	A	B	A	A	A	A	A	A	B	A	A	A	A	A	A	A
B	B	A	A	B	A	A	B	B	C	C	B	B	A	B	A	A
B	A	C	A	C	A	B	B	A	C	C	C	C	A	B	A	A
A	A*	A	A	B	A*		A	A		B			A*	B	B	A*
..	..	A	..	..	..	..	A	..	..	..	..	..	A	..	A	A
A	A	..	..	A	..	A	..	A	A	A	..	A	..	A	..	..
..	..	..	*A*	..	*A*	..	..	..	..	..	A*	..	..	..	..	..
C	B	C	A*	..	..	..	..	..	B	B	..	C	..	..	B	..
..	..	..	..	B	..	A	C	..	..	..	C	..	A	..	..	A
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
A	A*	C	*A*	A	..	B	..	B	B	..	C	B	A*	C	A	..
..	..	..	..	..	.	..	B	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	A*
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
B	A	C	..	..	..	..	C	C	..	..	B	B	..	..	..	A
..	..	..	A*	..	*A*	B	..	..	..	..	..	..	B	..	A	..
..	..	..	..	..	..	..	..	..	A	..	..	..	A	..	A	A*
..	A	..	*A*	B	A	A	A	B	..	A	..	A	..	A	..	..
A*	..	A	..	..	..	..	..	..	..	..	..	..	..	..	..	..
..	..	B	A	..	..	..	B	B	A	B	..	..	..	A	..	B
..	A	..	..	A	A*	..	..	..	..	..	..	..	A*	..	..	..
C	..	..	..	..	..	B	..	..	..	..	..	..	..	..	C	..
..	..	..	A	..	A*	B	C	C	B	..	..	..	..	A	A	..
B	A	..	..	..	...	..	..	..	..	..	..	..	A	..	..	B
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
C	A	..	..	A	..	A	B	B	B	..	..	C	B	A	B	B
..	..	..	A	..	..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	*A**	..	..	..	..	..	..	..	..	..	..	..
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B	A	A	*A*	A*	..	A	A*	..	..	B	A	B	A	A	B	A
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Numbers designating the Students.			8	55	56	58	60	64	65	67	68
Latin			B		C	C	B	C	C	C	C
English History and History of English Literature.	Sect. I.	1	..	..	..	..	..	A	A	A	..
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	Sect. III.	1	B	..	..	..	A	..	A	..	B
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Arithmetic and Algebra.	Sect. I.	1	..	..	..		..		..	..	..
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69	70	71	73	75	76	77	78	80	81	82	83	84	85	86	88	92
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Numbers designating the Students .			8	55	56	58	60	64	65	67	68
Geometry and Trigonometry.	Sect. I.	1	..	..	..	..	..	..	..	..	..
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Geography and Astronomy.	Sect. I.	1	..	..	..	..	..	..	..	..	C
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69	70	71	73	75	76	77	78	80	81	82	83	84	85	86	88	92
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Numbers designating the Students.			8	55	56	58	60	64	65	67	68
Mechanics and Hydrostatics.	Sect. I.	1	..				..				
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Appendix (D.)

My Dear Sir, January 13, 1847.

I cheerfully comply with your request that I would furnish you with some account of the music at St. Mark's. In doing this, it may be desirable to explain the degree of musical *proficiency aimed at*, the *difficulties* to be overcome, the amount of *labour* expended, and the actual *acquirements* of the pupils up to this time. From a comparison of these, it appears to me, a just estimate may be formed of the success with which the study of music has been pursued in this institution.

With regard to the proficiency which we desire for our pupils in this department, it may suffice to require, as a minimum, that every pupil, before he leaves the college, should have a perfect knowledge of the notation of music and the elements of thorough bass, so as to be able to teach them theoretically. Thus much may be learned by any one, independently of the practical application of it in the performance either of vocal or of instrumental music; and, like any other science, would be found extremely useful, not only to the individual himself as a *disciplina mentis*, but in the school in which he is hereafter to teach, as (at least) preparing the way for the successful practice of music as an art. This then we expect even in the case of a pupil who is altogether deficient both in voice and ear. But I know only one instance (that of a youth now in the college) in which natural stubbornness in these particulars has not given way to our course of practice; all the rest have, at least, gained the power of taking a part in concerted music together with others. By far the greater number, however, ought to be able, at the end of the three-years' course, to sing, with some degree of taste and feeling, their own part (whether bass, tenor, &c.) in the compositions constantly used among us. Many of these may be expected to learn new music with tolerable facility; while the more successful few will really and truly read, at first sight, any composition of the pure vocal style which may be set before them.

Here, then, may be stated what we may expect of these three classes respectively, when actually engaged in the work for which they are now in training. Those whose practical skill is very small will nevertheless be able to give theoretical instruction in the rudiments of music to any class of children in their schools who may happen to have the good fortune to be trained to sing the "Songs of our Zion," either by the clergyman of the parish or any other friend of the school, or professional person employed for that purpose. And no one who has experienced the difficulties of teaching children to sing will underrate even this apparently small result of the musical training received at St. Mark's. Cases of gross negligence have occurred, and will probably often occur (in spite of all our care), when even this minimum will not be attained. The number of these will, however, diminish as the importance of music as an element in Christian education is more decidedly felt and recognised.

But it is to be expected of that far greater number who have profited, and, we hope, will hereafter profit, by the musical instructions received in the college, that they will in many a country town and village awake the spirit of sacred song, which has unhappily so long slumbered in

our land: they will be able to give essential aid to the clergy, either with or without an organist, in introducing a more church-like minstrelsy than has of late prevailed. The varied and various chants, hymns, metrical psalm tunes, intonations, responses, cathedral services, and anthems of our college and chapel, will have furnished them with a mine of rich materials, from which (according to the skill and judgment of each, and in unison with the tastes and feelings of their respective clergymen and organists or choirmasters) they may teach the children of their schools, and in many cases the choirs of their churches, the music best suited to the requirements and capabilities of their several localities.

Still more than this may be expected of the pupils of the highest attainment. Some will be able to unite the office of organist with that of the parish schoolmaster; and some will become (as one has already) teachers of teachers in the diocesan and other training institutions. And both in this class and in that before spoken of, we may hope that some, having dedicated the first fruits of their musical knowledge to the Author and Giver of all good things, in the sacrifice of praise and thanksgiving which he has appointed, will use their skill in music for the "solace of man," in training their pupils to such a love of the beautiful and the chaste in secular music, as may, in the short hours of the poor man's rest, enliven his spirits with a pure and innocent recreation, drawing him away from scenes of coarse merriment and vicious indulgence to the enjoyments of a cheerful home, or of social intercourse raised and refined by the influence of this humanizing art.

Among the difficulties we have hitherto encountered, the greatest has been the previously unmusical habits, and perhaps natural incapacity, of many of the youths in training. When Mr. Hullah first began to teach, in the infancy of the institution, he found as unmusical a class as could well have been selected; and when, on my appointment as vice-principal, about a year afterwards, I began to teach the soul-stirring harmonies of Tallis' Responses, the labour it cost me, and the length of time it required to enable the youths even to apprehend the musical effects intended to be produced, are almost incredible. Our first attempt to grapple with the difficulties of Palestrina may also be adduced as an example of the musical inaptitude of our first pupils. These compositions, which would now be learned easily in a few hours, were taught, during my first year's residence in the college, only by a *tour de force*, which we now remember with a smile. Every leisure moment was seized upon—the pupils were divided into little knots, and set to practise in the grounds of the college—and the stated hours for this study were vigorously employed in the constant repetition of the same music. Even at the present time, although we have greater strength to grapple with it, this difficulty remains in far the larger proportion of the newly-admitted pupils.

Another difficulty, arising out of the nature of the case, is the unformed state of the voice in the youths under training; some, who come to us young, retain their first or treble voice for a few months, and then either lose it altogether for some time, or go on changing from treble to counter-tenor, and from that to tenor, and perhaps to bass; so that they, as well as others whose voices are broken before

they come to us, are in an almost constant state of change during their residence in the institution.

A third difficulty arises from the want of time and opportunity for private practice. However great, and however pleasing, the effects of class-teaching, its most strenuous advocates will never deny that, in order to individual excellence, singers must enjoy in some way or other the advantage of individual teaching and practice. This is almost impossible in a number of sixty or seventy young men and children, all of whom must be taught in one or two rooms, and at the same hour, and who require all the rest of the day for no less important duties.

A fourth difficulty springs from a source to which we owe so much of our success that I should scarcely have mentioned it here, but that I wish it distinctly to be known that I do regard it as in some respects a disadvantage. I mean the fact, that all the students in the college, together with the one hundred and sixty or seventy children in the school, are almost necessarily permitted, whatever be their proficiency in music, to join together in our chapel services, both in the responses and in the chanting of the psalms. The tendency of this, however delightful upon higher considerations, is certainly injurious, nine times out of ten, to the choral effect, as well as to the voices of the best singers, which are strained in the endeavour to overcome the well-known tendency of young and unformed voices to flatten.

If we add to these difficulties that of procuring for so many persons a sufficient number of copies of the music required in the services of the chapel—the inexperience of the youths under our care—the impossibility of their hearing much good singing elsewhere—and the necessity for constant and untiring watchfulness in those who direct this part of their education, lest, in the necessary drudgery of practice, interest should flag, and carelessness creep in—together with all the minor details of the provision and removal of books for each particular service and practice—the impossibility of a perfect classification according to individual ability and range of voice—as well as that difficulty which music shares in common with every other study that is made a part of the necessary education of youths not selected with reference to their taste and ability for its pursuit—it will appear that the musical instruction at St. Mark's is by no means a light or easy task; and, in fact, no one who has not been an eye-witness can appreciate the amount of labour by which, from first to last, our results have been obtained.

The present routine of musical instruction is conducted partly by Mr. Hullah, assisted by Mr. May, and partly by myself. The system of Wilhelm, as introduced into this country by Mr. Hullah, forms the groundwork of their teaching, and thorough bass and the elements of composition are superadded, with most beneficial results, by Mr. Hullah himself; while the services of the chapel, and the necessary practices for them, are under my own immediate direction; and our united aim is, that the theoretical and the practical may be duly combined in this division of labour.

The students of the college are divided into three, or even four classes, according to their skill; and another class is formed, consisting of the most promising children in our school. All these constitute the choir of the chapel, and attend what we call our *general* practices on

the Saturday and other evenings preceding any festival, when the music for the services of the following day is sung under my own direction. On the evenings of Mondays, Wednesdays, and Thursdays, I also superintend the practising of the same body of pupils, except the last class of the young men, which is withdrawn to another room for more elementary instruction and practice, under the care of one of the senior pupils. At these times various exercises for the improvement of the voice are carefully practised, as well as the chants, services, anthems, &c., for use in the chapel, where we daily assemble at nine o'clock A.M. for morning prayer, after the use of cathedrals and other places where they sing.

On Tuesdays and Fridays Mr. Hullah gives his lessons in thorough bass and counterpoint to the more advanced pupils, examining and correcting their exercises, and occasionally practising difficult music with them; while Mr. May grounds the rest in the elements of the science and in singing from the notes.

The instruction of the children of our school is intrusted to the young men in training, subject to Mr. Hullah's supervision; the first six classes being each taught, for about half an hour twice in the week, separately, and all for nearly an hour on Wednesdays and Saturdays simultaneously.

The twelve choristers, in addition to this general course of training, have the benefit of the constant practice in the evenings of at least four days in the week, before spoken of; and twice a-week I give them separate lessons, both theoretical and practical, at my own house.

In stating the general results of this laborious routine, it is with great satisfaction that I bear witness to the zeal and good feeling which have animated the young men and children of our choir ever since its commencement; and I cannot but express my devout thankfulness to God that our labours have been blessed beyond our most sanguine expectations in rendering the services of our little sanctuary, in some degree, expressive of our hearts' desire that we should not offer to God that which has cost us nothing; and, with regard to their mode of performance, as near akin as our powers will allow to the inspired descriptions of the worship of Heaven, the practice of the ancient churches, and the theory of our own.

Our progress in the art has hitherto been regular and constant, notwithstanding the changes and fluctuations to which we have been subject. A youth or child, on his first entrance into the college or school, is now placed at once, as it were, in a musical atmosphere, and in the ordinary routine of his daily life has continual means of forming and improving his ear and taste, independently of the direct scientific instruction which he is also receiving. The range of compositions, too, with which the choir is continually growing more and more familiar, has hitherto gone on gradually expanding; so that, independently of exercises and secular music, such as glees and madrigals, with which their study is occasionally varied, they are now prepared to sing in the chapel ten entire cathedral services, each including six or seven pieces of music adapted to the "Te Deum," "Benedictus," "Kyrie Eleeson," Nicene Creed, "Sanctus," "Magnificat," and "Nunc dimittis." These are by Tallis, Farrant, Byrd, Gibbons, Bevin, Batten, Chreytoleton, Rogers, Aldrich, and Boyce; with two other morning services by Bar-

croft and Travers, a communion service adapted from Vittoria, and another from Palestrina.

They chant the Psalms, on festivals and ordinary days, to between fifty and sixty harmonized chants of a truly ecclesiastical cast; while, upon Fridays and other fast-days, they use the severer style of the ancient Canto Fermo and the Gregorian Tones.

They have upwards of seventy anthems in continual use, including all our English compositions, which are generally known to cathedralists, of what has been justly called the sublime style; as well as adaptations from some of the finest productions of Palestrina, Orlando di Lasso, Morales, Lupi, Anerio, Croce, Willaert, &c. They sing also upwards of seventy metrical psalm-tunes; as well as some of the choruses from Handel's "Messiah."

The degree of excellence with which these various compositions are sung may be best learned by attending the services of our chapel; and when it is considered that our music there is purely vocal, and of course subject to a variety of casualties—such as a general relaxation of voice from change of temperature, or an influx of new pupils, and the loss of efficient old ones—I think a severe critic would allow to our service an average of unusual choral efficiency, and admit that it rises occasionally into extreme grandeur and beauty.

The individual attainment of our pupils is greater than the skilful and less than the unskilful would suppose. Of those who have already left the institution, several have been very useful in assisting the clergy in the improvement of the music in their schools and churches. Others there are whose situations have given little scope to their musical acquirements. About one in five of those resident in the college at any one time would be found able to sing at sight, and about the same proportion would not be able to sing at all without help from others, while the rest would be sufficiently grounded in the art to become, by their own future exertions, good practical musicians. Few indeed leave the college without having exceeded the minimum of attainment mentioned in the beginning of this letter, while by far the greater number go out with a practical acquaintance with the subject, which, if properly encouraged hereafter, cannot but increase their value as teachers of the poor in the eyes of all but those who are insensible to the manifold advantages of music as an element in Christian National Education: and I may close this statement by remarking, that, in the experience of the last four years, I have always found the most clever and dependable choristers to be also the most successful in every other branch of their school routine.

I remain, my dear Sir,
Yours very faithfully,

THOMAS HELMORE,
Precentor of St. Mark's, and Master of the Children of Her Majesty's Chapels Royal.

To the Rev. H. Moseley.

Appendix (E.)

St. Mark's College, December, 1846.

The system of drawing pursued in this institution has been adapted to its peculiar character, viz.—with the view of making the subjects taught available in the National Schools, and at the same time of the most simple kind to suit the capacities of those who it is hoped will ultimately benefit by it.

The primary efforts are directed to qualify teachers for drawing classes in the principles of model-drawing, practical geometry, and perspective; which, with pencil-drawing, form the most prominent portions of the system. But as the period of the student's residence at the college not only allows of sufficient time to accomplish these, but also to receive other instruction, some subjects have been gradually introduced as a stimulus to exertion on the part of the students, regard being paid "to the specific character of the college."

Three years being the usual time allotted for the residence at the college, the system is divided into three courses, each, as far as may be, of annual duration, and each of which are again subdivided as follows:—

First Year . . 1. Simple Model-Drawing and Use of Instruments, and Practical Geometry.
2. Practical Perspective.
3. Pencil-Drawing.

Second Year . 1. Architectural Drawing in Sepia.
2. Scrolls and Figures; being a continuation o First Class, First Year.
3. Trees, in Pencil and Sepia.

Third Year. . 1. Surveying and Levelling in the Grounds, practically.
2. Colours applied to Architecture, &c.
3. Portions of Steam-Engine, in Colours, &c.

As the different courses proceed simultaneously in three separate rooms, the organization of the classes is particularly attended to; the senior student in the room having charge of it, and monitors or teachers appointed to each of the classes.

First Year's Course.

1. *Simple Model-Drawing* is first taught from the "Manual," by Mr. B. Williams, sanctioned by the Committee of the Privy Council on Education. This work is strictly adhered to, and from its cheapness is within the reach of all schools forming classes. Mechanics, however, require something more; to prepare the teachers for which,

The uses of Scales and Instruments are taught, to give them greater facility in constructing diagrams, &c. Some idea is also conveyed to the class of the method of obtaining the proportion of forces in designs of framing without the trouble of calculation, by the use of the scale of equal parts. The application of the sector in resolving perspective is also pointed out. The centrolinead also.

2. *Practical Geometry* follows; the problems for which are selected from Nicholson's work, with a few from Malortie's "Fortification."

3. *Practical Perspective*, divested of all technicalities, is next in-

troduced by a peculiar ocular demonstration, by which the system becomes apparent to the most obtuse intellect. The small work herewith sent is then proceeded with; and, to guard against inattention therein, the student is continually kept alive to what is going forward by the teacher (one of the advanced pupils) merely drawing, on the black board, one line and its connexion at a time, which is then done by the class; no fresh matter being given until the part already drawn on the board is completed by all, which is particularly necessary from the complex nature of the lines.

The black board is also used for scales and instruments, practical geometry, and *vivâ voce* explanations of different subjects. As it is continually used by teachers, who are changed every afternoon, the students in succession acquire some confidence in the use of it, when required to "illustrate their lessons by the representation of objects and by diagrams;" and it is a standing rule not to advance any student until he shall not only have produced a satisfactory drawing, but be also competent to teach what he has been instructed in.

3. *Pencil-Drawing.*—The eye having been now instructed, and the mind furnished with rules, the use of the pencil is taught, wherein its analogy to writing is pointed out, and the value of lines impressed. As the hand usually has a tendency to draw all lines at the angles of writing, to counteract this habit all the shadow parts of the drawings used are a succession of lines or curves (as in preliminary writing-books) following the real outline; and thus, while shading, the pupil has actually to draw the subject several times. All the drawings used are from buildings of the ecclesiastical order extant, and, as they have the acknowledged dates written thereon, some knowledge of *style* is obtained while drawing.

Should a pupil not be able to teach all the above, he is directed to join the particular class he is not competent to instruct, until he has attained the requisite knowledge; and in certain cases, where a diffidence appears to exist, he is much oftener placed in a position to accustom himself to tuition.

This course usually occupies twelve months; but it has sometimes occurred that individuals do not pass well, not from want of attention, but from a deficiency in the faculty necessary to be employed in drawing, though in other respects they are highly intelligent. It is worthy of remark, that some of the best teachers of the foregoing classes have been some among the worst draughtsmen in the college.

Second Year's Course.

1. As the system now depends entirely upon the talent already exhibited, and the "aim not being to make artists, but teachers of drawing," the student is generally allowed to pursue the bent of his inclination in any portion of this course, but he is principally directed to *architectural drawing*, such as plans, elevations, and perspective of the same in sepia, together with detail. These, with a lesson or two in isometrical drawing, enable him to assist mechanics, or the class of persons among whom he is destined to move.

2. *Scrolls, &c.*—The system of *hatching* lines that is pointed out in Mr. B. Williams's "Manual" would require the undivided attention of a master every afternoon that the class was employed in model-drawing; which, as six or seven classes have continually to be super-

vised, would be impossible. To obviate any inconvenience therefrom, and as the work does "not give any general rule," some of the best chalk scrolls, &c., are provided, which, as they are procurable all over the kingdom, enable the students to perfect themselves even when away from the college, and ensure an uniformity of style to a certain extent in the classes. If these drawings were introduced in the model class, it is feared practical geometry and perspective would not be so well attended to by the classes.

3. *Trees, &c.*—Some (not all) of the students endeavour to obtain the method of sketching trees, both from copies easily obtainable and the trees in the grounds. But few of the youths, except an occasional one of more than ordinary abilities, produce good subjects.

Third Year's Course.

Many of the pupils, at this stage of their residence, being continually or partially required to perfect themselves as teachers, practically, in different schools, the system is not so apparent in its results as heretofore. But, to prevent the mind from being unoccupied,—

1. *Surveying and Levelling*, in the college grounds, have been introduced. The system is a thoroughly practical one, with chain and tape in the first instance, and by angles with theodolite in the next. Its connexion with trigonometry enables the class to test their experience therein. Nesbit's "Land Surveying" is a book they are referred to, as being the most simple for their purpose.

2. *Colours as applied to Architecture, &c.*—These have been introduced in a few, very few cases, as a stimulus to exertion in other branches, or as a reward for diligence and attention as teachers; the number allowed in this class being never more than four or five, who must be able to draw the college chapel, practising school, &c., from actual measurement. These subjects, with the necessary trees to complete, form the range of lessons in this department. In one instance, from peculiar circumstances, flowers were introduced. Prout's "Drawing-Book" is recommended.

3. *The Steam-Engine.*—A few of the students are occasionally employed in drawing and colouring the above; but, from want of time, not to much extent. Tredgold, and Blunt's "Mechanical Drawing-Book," are used herein.

"It will be seen from this sketch that nothing is less intended than to cultivate drawing in the college for ornamental or *artistic* purposes. The whole is of a scientific character; lectures, in connexion with those of the tutor, being given by the drawing-master. . . . . As intimated above, few of the youths go through all the courses. One takes one line, and one another; and what they learn they teach: the system of mutual instruction (so called) being here carried out." *

One object aimed at, also, is to enable the student at any future period to increase his knowledge, by giving him some instruction in the fundamental principles of different sorts of drawings; as it would be utterly impossible to give complete courses in some of the subjects laid down, from want of time.

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* *Vide* Rev. Derwent Coleridge's Letter in the National Society's Report for 1844, p. 63.

Report on the Chester Diocesan Training College, by the Rev. H. Moseley, M.A., F.R.S.

My Lords,

In obedience to your Lordships' instructions for the inspection of the Chester Diocesan College, I proceeded to Chester on the 16th of November, 1846, and commenced my examination of that institution on the following day. With the interval of three days devoted to the schools at Leek, Siddington, and Stretton, the duty occupied me until the 27th of November. The number of students resident at the time of my inspection was 42, whose average age was 20 years: 20 of them were of the age of 20 and upwards, and five were under the age of 18. One-*sixth* of them had been resident about two years, one-*fourth* nearly a year and a half, one-*third* a little less than a year, and the remaining *fourth*, three months only.

Of their attainments on their admission I have no other means of judging than such as are afforded by the papers of the candidates for admission, written in answer to the questions proposed to them at the examination next preceding my inspection. These were thirteen in number: I enclose one of the papers of each of these candidates for your Lordships' information. Seven of them can scarcely be said to have been able to write; as many were unable to spell a simple sentence correctly. The knowledge of arithmetic of six was limited to the *first rules*. Only four appeared to have any knowledge of geography. The papers of only two or three afford the evidence of a good plain education; and not one appears to me to have reached that standard of attainment which it would be reasonable to expect of them as candidates for admission to an institution whose function it is not only to add to the number of elementary schoolmasters, but to raise the existing standard of instruction in elementary schools, and whose course of instruction covers a period not exceeding on the average one year and a half. All of these candidates, except two, were admitted as students.

The course of instruction includes scriptural knowledge, church history, geography, arithmetic, geometry, mechanics, and agricultural chemistry.

I have appended to this Report a copy of the daily routine of lessons (Appendix A.), together with a list of books used as class-books by the students.

On each day of my examination I caused to be placed before every student a printed paper of questions, to which his answers were to be given in writing. Of these questions I have appended a copy to this Report (Appendix C.) In selecting them, I was guided by the information—not of a very definite character—which I had received as to the subjects which they had studied, and the progress they had made. Each student, moreover, read

to me; and each of those, ten in number, who were about to complete their course of instruction and enter on the office of the schoolmaster at the following Christmas, delivered two lessons in the model school, at which I was present. Of these lessons I took notes.

I shall perhaps best convey to your Lordships the impression I have received as to the success with which the course of instruction prescribed in this institution is carried out, if I state, generally, what are the attainments of these ten students in respect to whom it is completed. I have appended to this Report a table in which these are stated in detail (Appendix D.) With one exception, they *write* remarkably well; I have nowhere seen examination papers so neatly written or so well arranged as here. Six of them have answered well the questions on Scriptural knowledge which I proposed to them, and as many, those in ecclesiastical history. Of the evidences of Christianity they know very little. Seven have answered well in English history, and six remarkably well in arithmetic; five have done tolerably well in mechanics, and three have exhibited some knowledge of algebra. Five have demonstrated a proposition from the First Book of Euclid correctly. Of agricultural chemistry they know little or nothing. Those subjects in which their deficiencies appear to me, however, the most remarkable are English grammar and reading; only two of them can be said to have exhibited a reasonable amount of knowledge in grammar; and there are three who appear to be altogether uninstructed in it.

To read with a just expression and a correct emphasis, I have everywhere found to be peculiarly difficult to the adult students of Training Colleges.

In this locality I was moreover prepared to find superadded to this difficulty that of a provincial dialect; but I was not prepared for that defective *utterance* in reading which seemed to prevail. *Three* only of the ten students of whom I have been speaking could, I think, be said to read *well*—as to facility, utterance, and a just expression in reading.

With reference to that result of education which consists not so much in positive acquisitions in any department of knowledge as in the discipline of those faculties by which knowledge is acquired and by which it is applied—less in knowledge than in the *power* to know, to observe, to reflect, to reason, and to understand—and which adds to the thinking power, that by which our thoughts are expressed with clearness and facility by written language and by speech—some opportunity has been afforded of forming a judgment by the written compositions of the students now before me, and by the lessons I heard them deliver.

One of the ten of whom I have before spoken may, I think, be considered to have reached a standard of attainment which leaves nothing to be desired with reference to his qualifications for the

office of an elementary schoolmaster. Three others may be considered to be well educated. Of the rest I cannot record that impression.

In respect to their *skill in the art of teaching,* although much improvement was apparent, as compared with my previous examination, very much yet remained to be done, and particularly with reference to that rapid and vigorous method of examination which awakens the attention of the children and keeps it on the alert.

In one respect I can, however, extend an unqualified commendation to their lessons, particularly their reading lessons. They exhibit a commendable desire to unite with them such topics of general information as suggest themselves at the moment, and serve to establish a connexion in the children's minds between the things of which they read and those with which their observation is familiar. This is, however, a difficult task; to accomplish it successfully, it is necessary to draw from a full mind, and from stores of knowledge not only varied and ample, but precise.

The science of common things admits of a simple exposition; but no teacher can undertake it with safety who is not versed in the principles on which that science rests, and these are not to be reached except by greater research than characterizes the studies of this institution.

The Model School.

I turn with great satisfaction to the consideration of the model school: 120 children were present in it on the day of my inspection. In the morning they are collected before entering the school into a solid square in the play-ground: one of school songs—generally a patriotic song, of which they have an excellent selection—is then sung; and as they sing they march to their places in the school in single file. At the opening of the school they are collected in two groups, each forming a solid square—an arrangement which is also adopted very advantageously for smaller groups or subdivisions, when under instruction in the class-room. A collect is then read, followed by a psalm or the lesson for the day. This is followed by an appropriate prayer and a short anthem. A text of Scripture having been appointed on the previous evening to be committed to memory, some of them are called upon to repeat it. This is followed by a short explanation of the text.

The doors having been up to this time closed, those boys who have since arrived are then admitted; and the names of all being called over, these answer, "Late."

They then sing a marching song, and, as they sing, form their classes. I have thus particularly described the way in which the school is opened, because I have nowhere seen it done in so pleasing and so decorous a manner.

Of the whole number, 40 (being one in three) may be said to

read with ease and correctness; being double the proportion usually found in elementary schools.

Specimens of their writing are before me: 28 have written a passage from dictation on paper, in a good legible small-hand, and some remarkably well. Nine have made no error in the spelling of this passage, and 19 only one error.*

Thirty have some knowledge of fractions, and 40 can work the Rule of Three. Twenty-five boys, composing the first class, are taught mechanics, and each boy is provided with a copy of Tate's "Examples in Mechanics." I proposed to them the following question in Mechanics, and it was worked correctly by 16 out of the 25, in somewhat less than seven minutes:—"What must be the horse-power of an engine to raise 2 cwt. of coals per minute from a pit whose depth is 40 fathoms?"

The geographical lessons they receive are remarkable for the general information united with them, in respect to the natural history of different regions and their commercial relations. The children are interested in them: they obviously make them think, and they are calculated to make them *read.*

Forty-six are taught drawing; the models being the same as those used in the Government School of Design.

Nothing can be more healthy and cheerful than the moral aspect of the school. The boys obviously take a pleasure in their work, and are anxious to improve. The school is popular with the parents, and some of them make considerable sacrifices to secure for their children the benefit of attending it.†

I have visited no school the mechanical arrangements of which seem to me so skilfully contrived; nor any into the business of which vocal music has been made to enter with so much success, with so little sacrifice of the ordinary pursuits of a school, and so entirely into the hearts of the children. Here it is altogether a joyous affair; I have visited schools in which it is a very sorrowful one. The master, Mr. Riley, was formerly a student of the college: I have great pleasure in recording the impression I have received of the zeal and ability with which he manages it.

No change had at the time of my inspection taken place in the officers of the institution. The Vice-principal has, however, since that time resigned, and his successor has not yet, I believe, been appointed.

In stating to your Lordships, in my last Report, that the whole

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* The passage is as follows:—"It is altogether impossible to ascertain at what period the measurement of time by hours was introduced among the eastern nations. The first mention we are acquainted with is that of the sun-dial of Ahaz. The sun is the cause and the easiest means of measuring time; and the sun-dial consists of a figured plate, with a rod to cast a shadow."

† Of this the following instance came to my knowledge. The Bishop of Chester, being desirous to receive a boy attending the school into his service, was solicited by the boy's father, one of his Lordship's servants, to allow the boy to remain longer at a school where he was deriving so much benefit.

of the correspondence of this institution was intrusted to the Principal, and that he had moreover been *charged* during the two previous years with the superintendence of the building operations, I have been mistaken, and I gladly avail myself of this opportunity (the first which has presented itself) of withdrawing that statement. It is due, however, to myself to add, that, although not *charged* with them, those duties were, in point of fact, in a great measure performed by him. I have reason, nevertheless, to believe that it is far from the wish of the Committee of the Diocesan Board to place any excessive burdens upon him, and that they have, on the contrary, sought on all occasions to lighten his labours, and that all the requirements he has intimated for additional assistance have been promptly and effectually, and according to his own wishes, supplied.

The resources of the Board enable it to give to the institution an efficient support; and its expenditure appears to me to be placed upon a liberal scale.

I have in my former Reports borne testimony to the commanding and appropriate character of the buildings. Since the date of that Report a commodious chapel has been erected: it stands apart from the general structure, but so near it as to enter as a part into its principal elevation. The style is the early decorated, with geometrical tracery. The cost has been raised by contributions specifically for this object, and chiefly by the munificent donations of a few individuals. It is expected that it will be completed in all its parts and ready for use by midsummer. The architect of this very beautiful structure is John E. Gregan, Esq., of Manchester.

I have the honour, &c.

HENRY MOSELEY.

To the Right Hon. the Lords of the
Committee of Council on Education.

Appendix (A.)

4½ to 7½.	Preparation of the Lessons for next succeeding Day: Scriptures, Texts, Prayers, and Breakfast.					
Time.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
¼8 to ¼9	Mechanics and Agriculture.	Mechanics and Vocal Music.	Mechanics and Agriculture.	Drill.	Mechanics and Agriculture.	Mechanics and Agriculture.
¼9 „ 9¼	Scripture, 1, 2, 3.	Scripture, 1, 2, 3.	Scripture, 1, 2, 3.	Scripture, 1, 2, 3.	Scripture, 1, 2, 3.	Scripture, 1, 2, 3.
9¼ „ ¼10	Scripture, 1, 2, 3.	Nicholls, 1, 2. Bushby, 3.	Poetry, 1, 2. Poetry & Grammar, 3.	Euclid, 1, 2. Reading, 3.	Writing, 1, 3. Grammar, 2.	9¼ to 10 { English, 1. Reading, 2. Geography, 3.
¼10 „ 10½	Algebra, 1. History, 2, 3.	Nicholls, 1, 2. Bushby, 3.	Poetry, 1, 2. Poetry & Grammar, 3.	Euclid, 1, 2. Reading, 3.	Arithmetic and Chemistry	10 to 11 { Themes, 1. Writing, 2, 3.
10½ „ 11½	Porteus, 1. Porteus, 2. Writing, 3.	Church History, 1, 2, 3.	Drawing, 1, 3. Geography, 2.	Miscellaneous, 1. Drawing, 2. Bushby, 3.	Euclid and Arithmetic, 1, 2. Grammar and Geography, 3.	11 to 11½ { Arithmetical Tables, 1, 2, 3.
11½ „ ¼1	Vocal Music, Mechanics, &c.	Mechanics, &c. Vocal Music.	Mechanics and Agriculture.	Mechanics and Agriculture.	Mechanics and Agriculture.	Mechanics and Agriculture.
2 „ 3	Practical Mechanics, 1, 2. Geography, 3.	Geography, 1. Grammar, 2. Arithmetic, 3.	Natural Philosophy, 1. Arithmetic, 2. Arithmetic, 3.	. .	Geography, 1. Arithmetic, 2. Parsing, 3.	
3 „ 4	Practical Mechanics, 1, 2. Dictation, &c., 3.	English, 1. Drawing, 2. Arithmetic, 3.	Arithmetic, 1. Arithmetic, 2. Arithmetic, 3.	. .	Arithmetic, 1. Writing, 2. Arithmetic, 3.	
4 „ 5	Mental Arithmetic, 1, 2 Reading, 3.	Reading, 2. Dictation, 3.	Mental Arithmetic, 1, 2. Mental Arithmetic, 3.	. .	Arithmetic, 1. Geography, 2. Arithmetic, 3.	
5 „ 6½	Tea and private Reading.	Tea and private Reading.	Tea and private Reading.	Tea and Singing.	Tea and private Reading.	Tea and Singing.
6½ „ 8½	Vocal Music. Reading.	Reading and Lecture.	Reading and Singing.	Lecture.	Reading and Singing.	Lecture.

Appendix (B.)

CLASS-ROOM BOOKS, Nov. 2, 1846.

Church History, by Palmer—English do. by the Society for Promoting Christian Knowledge—Evidences of Christianity, by Porteus—M'Culloch's Series, and M'Culloch's Course of Reading—Nicholl's Help to Reading the Bible—Bushby's Introduction to the Holy Scriptures—Williams's Symbolical Euclid—Smart's Grammar—Ewings' Geography—Tate's Mechanics—Johnson's Chemistry—Oram's Arithmetic—Ingram's ditto—Foster's Algebra.

Appendix (C.)

SCRIPTURAL KNOWLEDGE.

One Question only is to be answered in each Section.

Section I.

What events are associated with the following dates?

1. 1451 B. C.—2. 1005 B. C.—3. 588 B. C.

Section II.

What events are associated historically with the following places?

1. Rabbath Ammon.—2. Lydda.—3. Perga.

Section III.

Give scriptural examples of the following graces:—

1. Zeal for the public worship of God.—2. Humility.—3. Hospitality.

Section IV.

Write down passages in Scripture having reference to—

1. The ascension and intercession of Christ.—2. The ordinary operations of the Holy Spirit.—3. The Holy Communion.

Section V.

What practical instruction, adapted for children, may be drawn from the lives of—

1. Gideon.—2. Elijah.—3. Peter.

Section VI.

What prophecies have reference—

1. To the calling of the Messiah out of Egypt.—2. To his preaching in Galilee.—3. To his sufferings when scourged.

By whom were these prophecies recorded, and at what dates?

Section VII.

Explain the following passages:—

1. "But Jesus said unto them, Follow me, and let the dead bury their dead."—*Matt.* viii. 22.

2. "If ye then, being evil, know how to give good gifts unto your children, how much more shall your Heavenly Father give his Holy Spirit to them that ask him."—*Luke* xi. 13.

3. In Ramah was a voice heard, lamentation, and weeping, and great mourning. Rachel weeping for her children, and would not be comforted, because they were not."—*Matt.* ii. 10.

Section VIII.

State concisely God's method in the salvation of a sinner.

CHURCH HISTORY AND THE EVIDENCES OF CHRISTIANITY.

1. Who were the Sons of Herod the Great, and under what circumstances are they mentioned in Scripture?
2. What testimony do the historians Tacitus and Pliny bear to the early progress of Christianity?
3. What testimony does the condemnation of the heresies of the Manicheans and Gnostics bear to the faith of the primitive Church?
4. Relate circumstances illustrative of the nature of the *Communion* which different Churches held with one another in primitive times.
5. Under what circumstances and at what period does the belief in Purgatory appear to have arisen?
6. Give some account of the abuses of Penance and Indulgences.
7. Enumerate concisely the principal Arguments by which the truth of Christianity is established.
8. What two principal Propositions are proved in the first part of Paley's Evidences of Christianity?

ENGLISH HISTORY AND ENGLISH GRAMMAR.

1. At what dates did the reigns of the following Sovereigns commence?—

   Alfred,—William of Normandy,—Edward IV.,—Charles I.

2. Give some account of the reign of Henry VI.
3. What learned men flourished in the reign of Queen Elizabeth, and what were the titles of their most celebrated works?
4. Give some particulars of the Civil War in the time of Charles I.
5. Parse the words printed in Italics in the following sentence:—

   From hence no *cloud*, or, to *obstruct* his *sight*,
   Star interposed, however small, he *sees*,
   Not *unconform* to other shining globes,
   Earth, and the *garden* of God, with cedars *crown'd*
   Above *all hills*.

   Paradise Lost, V., 257.

6. Write a paraphrase of the above sentence.
7. Give the derivations of such words in this paper as are of Latin origin.

ARITHMETIC AND MENSURATION.

The Questions are, if possible, to be solved by the aid of no other rules of Arithmetic than the first four of whole Numbers and Fractions.

Section I.

1. Show that $\frac{3}{5} = \frac{9}{15}$.

2. If 56 tenpenny loaves can be got from a quarter of wheat, how many eightpenny loaves will it yield?

Section II.

1. What sum will amount to 27*l.* in one year at 5 per cent.?

2. What is the difference between the interest and discount upon 500*l.* for 12 years at 5 per cent.?

Section III.

1. Four men have a sum of money to be divided among them in such a manner that the first shall have $\frac{1}{3}$ of it, the second $\frac{1}{4}$, the third $\frac{1}{6}$, and the fourth the remainder, which is 28*l.* What is the sum?

2. A sum of 800*l.* is to be paid by instalments as follows: 200*l.* in 3 months, 200*l.* in 4 months, 400*l.* in 6 months. It is determined to pay the whole of this sum at once; after what number of months must the single payment be made, interest being allowed at the rate of 5 per cent.?

Section IV.

1. From a rectangular field containing 27 A. 2 R. 21 P. whose shorter side is 8 chains in length, a portion is to be cut off, by a line parallel to that side, containing 11 acres. Where must the division be made?

2. There is a field in the form of a trapezium, one of the diagonals of which is 65 chains in length, and the perpendiculars upon it from the opposite angles 28 chains and 33·5 chains respectively. What is the area of the field?

Section V.

1. Find the area of a square inscribed in a circle whose radius is $7\frac{1}{2}$ inches.

2. What must be the height of a cone whose diameter is 8 inches, that it may contain as much as a sphere of the same diameter?

GEOMETRY AND ALGEBRA.

Section I.

Prove that,

1. If at a point in a given straight line two other straight lines on the opposite sides of it make the adjacent angles together equal to two right angles, these two straight lines shall be in one and the same straight line.

2. Any two sides of a triangle are together greater than the third side.

Section II.

1. To divide a straight line into two such parts that the rectangle of the whole and one of the parts may equal the square of the other part.

2. The angles in the same segment of a circle are equal.

Section III.

1. Multiply $a^2 + a^4 + a^6$ by $a^2 - 1$

2. Show that $\dfrac{\sqrt{3} + \sqrt{2}}{\sqrt{3} - \sqrt{2}} = 5 + 2\sqrt{6}$

3. Show that $\sqrt{2 + \sqrt{3}} = \frac{1}{2}\sqrt{6} + \frac{1}{2}\sqrt{2}$

Section IV.

Solve the Equations

1. $$\frac{x + 2}{3} - \frac{x - 3}{4} = x - \frac{2x - 1}{2}$$

2. $$\sqrt{4x + 17} + 5\sqrt{x} = 7\sqrt{\ \ + x1}$$

3. $$\left.\begin{aligned} 2x + 3y &= 118 \\ 5x^2 - 7y^2 &= 4333 \end{aligned}\right\}$$

Section V.

1. There are two numbers whose sum is 96, and of which one is greater than the other by 16. What are the numbers?

2. How many terms does an arithmetical progression consist of, whose difference is 3, first term 5, and last term 302?

3. From a capital of 5000*l.* yielding 5 per cent. compound interest, a person takes away 400*l.* yearly. What will the remainder be 10 years hence?

Section VI.

1. In what time will the simple interest of 400*l.* be equal to the discount of 520*l.*, both being calculated at 5 per cent.?

2. A looking-glass 18 inches by 12 is to be so framed that the area of the frame may equal that of the glass. What must be the width of the frame?

3. There is a rectangular garden, containing 12,100 square yards, whose length, breadth, and diagonal are in geometrical progression. What are its dimensions?

MECHANICS AND AGRICULTURAL CHEMISTRY.

Section I.

1. From what depth will an engine of 5-horse power raise 4 tons of coal per hour?

2. A labourer working with a wheel and axle 8 hours a-day can yield at the rate of 2600 units of work per minute. How much must he charge per ton for raising coals from a depth of 25 fathoms, in order that he may earn 2*s.* 6*d.* per day?

3. An engine of 5-horse power raises 30 cwt. of coals per hour from a pit whose depth is 240 fathoms, and at the same time gives motion to a forge-hammer which makes 25 lifts per minute, each lift being 3 feet; it is required to determine the weight of the hammer.

Section II.

1. 2900 units of work are expended in cutting every square foot of oak planking. In what time will a 5-horse power engine cut 300 planks, each 20 ft. by 1 ft. 6 in.?

2. Two men undertake to dig a drain 500 feet long, and to carry the material in barrows to a heap at the end of it. Into what parts must they divide the work, so that one-half of the labour only fall to the share of each?

3. What is the cost of excavating 40,000 cubic feet of earth, and transporting it to a mean horizontal distance of 700 feet, allowing 3 pickmen to every 2 shovellers, and to each workman 2*s.* 6*d.* per day.

Section III.

1. How many cubic feet of water must descend a river every minute to drive a wheel of 4 effective horse power, by means of a fall of 16 feet, the wheel yielding 68 of the work of the fall?

2. The area of the piston of a high-pressure engine is 3000 inches, the length of the stroke 10 feet, the number of strokes per minute 16: required the mean pressure of the steam upon the piston, so that the engine may work at 120-horse power, allowing the friction of the unloaded engine to be 1 lb. per square inch of the piston, and the additional friction of the loaded engine to be one-seventh of the load.

3. How would you calculate the velocity with which a ball leaves the muzzle of an air-gun, knowing the dimensions of the condensing chamber and barrel, the pressure of the condensed air, and the weight of the ball?

Section IV.

Explain fully the structure and functions

1. Of the roots of plants.—2. Of their stems.—3. Of their leaves.

Section V.

1. How may the starch and gluten of grain be separated? What functions do they perform in the first growth of the plant?

2. What functions are assigned to *diastase* and *dextrine* in the growth of plants, and whence are these substances derived? Why is barley made to sprout in malting?

3. Give some account of the soluble portion of the inorganic parts of plants.

Section VI.

In what districts do the following geological formations prevail, and what are their agricultural characteristics?

1. The tertiary strata.—2. The lower oolite.—3. The new red sandstone.

Section VII.

1. What general conclusions have been deduced from the analysis of soils?

2. What are the properties of the nitrogen in manures, and by what manures is it supplied in the greatest abundance?

3. Give some account of the different kinds of artificial manure and of their properties.

Appendix (D.)

Number indicating the Student.	Age (years).	Time in the Institution, [illegible] months.	[illegible]	[illegible] Lang.	Writing.	General Standard of Literary Attainment.	Skill in Teaching.	Scriptural Knowledge.	Church History.	Evidences of Christianity.	English Grammar.	English History.	Arithmetic.	Algebra.	Mechanics.	Geometry.	Agricultural Chemistry.
40	21	16	A	A	A	A	A*	A*	A	C	A	A*	A	A	A	B	C
39	22	16	B	A	A	B	A	A*	A	O	B	A*	A*	A	B	C	B
38	25	16	A	B	A	B	B	A	A	B	A	A*	A*	B	A	B	O
36	29	16	C	A	A	A	B	A*	A	C	B	A	B	O	A	B	C
			B	A	A	B	B	A	A	O	C	C	A*	B	A	B	O
22	18	28	B	A	A	B	B	A*	A	O	B	A*	A*	A	B	B	B
12	19	16	C	A	A	B	B	B	A	B	C	A	A	O	A	O	O
13	19	22	B	A	B	C	C	B	B	C	B	A	B	O	C	O	C
26	18	22	A	C	C	C	C	B	C	C	C	A	C	C	B	B	O
20	19	22		B	A	C	C	C	B	C	B	B	C	C	B	C	C

END OF VOL. I.

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